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ABSTRACT

This fifteenth annual report is intended to provide Congress with a status report on the nation's progress in providing a free appropriate public education for all children with disabilities, as required under the Individuals with Disabilities Education Act (IDEA). First, an executive summary identifies report highlights. Among these highlights are: a 3.9 percent increase in the number of children and youth with disabilities; full implementation of Part H requirements (services to infants, toddlers, and preschool children) by 18 states; a movement towards greater independence for out-of-school youth with disabilities; and increased training for federal officials responsible for reviewing and approving state plans. Chapter 1 provides national statistics and child count data for school year 1991-92 on numbers of children receiving services in various categories and settings, exit status, and personnel employed and needed. Chapter 2 discusses early childhood programs for children with disabilities, with emphasis on Part H and Section 619 of IDEA as well as two discretionary programs to improve service delivery. The independence of out-of-school youth with disabilities is the subject of chapter 3, which reports data from the National Longitudinal Transition Study on outcomes for youth with disabilities 3 to 5 years after leaving school. Chapter 4 describes federal efforts to assist states and localities in implementing special education and related services, with particular attention to activities of the Office of Special Education Programs (OSEP). Additional detail is provided in appendices which include data tables, OSEP special education personnel training information, information about special studies contracts on evaluation of IDEA, summaries and abstracts of state agency/federal evaluation studies, information about additional special populations, and profiles of the program agenda. (DB)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Fifteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

EC 302 514

U.S. Department of Education

1993

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Fifteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

Prepared by the
Division of Innovation and Development

Office of Special Education Programs
U.S. Office of Special Education and
Rehabilitative Services

1993

U.S. Department of Education
Richard Riley, Secretary

PREFACE

The Secretary of Education is required under Section 618(g)(1)(B) of the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (20 U.S.C. 1401 *et seq.*) to transmit to Congress an annual report that describes progress being made in implementing the Act. In summary, the purposes of IDEA are:

(1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities;

(2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected;

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities; and

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This is the fifteenth annual report prepared to provide Congress with a status report on the nation's progress in providing a free appropriate public education for all children with disabilities. The report is divided into four chapters.

Chapter 1 provides national statistics on the numbers of children who received special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the number of personnel employed and needed to provide special education services under IDEA and Chapter 1 of the Elementary and Secondary Education Act (ESEA). These data are reported annually to the Office of Special Education Programs (OSEP) by the States. The child count data are for school year 1991-92; the information on settings, exit status, and personnel is for school year 1990-91.

Chapter 2 discusses early childhood programs for children with disabilities. Initially, information is presented on the implementation of Part H of IDEA which is designed to improve early intervention services for infants and toddlers with disabilities, and for their families. This is followed by a discussion of Section 619 of the Act which contains incentives for States to serve more children with disabilities from age 3 through age 5. Two discretionary programs designed to improve the delivery of services to young children with disabilities, and to their families are described in the concluding section of the chapter.

Independence of out-of-school youth with disabilities is the subject of Chapter 3. The chapter is based on the congressionally-mandated study, the National Longitudinal Transition Study, being conducted for OSEP by SRI International. The chapter reports on outcomes for youth with disabilities who had been out of secondary school 3 to 5 years based on interviews done with the students and/or their parents in 1990. Life profiles show a significant movement toward greater independence for youth with disabilities.

Chapter 4 describes the efforts of the Federal government to assist States and localities in implementing special education and related services, with particular attention to the role of the Department of Education's Office of Special Education Programs (OSEP) during FY 1992 and OSEP's recent efforts to design and improve program planning for the discretionary programs funded by IDEA.

As part of a continuing series begun in the Fourteenth Annual Report to Congress, Appendix F presents an occasional paper on the progress in addressing the unique needs of special populations with disabilities. Under the 1986 Amendments to EHA, Congress recognized the unique aspects of the service models for infants, toddlers, children, and youth who are members of special populations -- migrant families, Native Americans, Native Pacific Basin and Hawaiian residents, limited English proficient, and/or rural residents. This year findings are reported on limited English proficient students with disabilities. In future years, data will be reported on other special populations, and data on services to those populations reported on in this and the previous annual report will be updated, as additional information becomes available.

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EXECUTIVE SUMMARY

The *Fifteenth Annual Report to Congress* examines the progress being made to implement the requirements mandated by the Individuals with Disabilities Education Act (IDEA). The purposes of the Act are, in summary:

(1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities;

(2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected;

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities; and

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This report provides a detailed description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the report.

STUDENTS WITH DISABILITIES SERVED, THEIR PLACEMENT AND EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

National statistics and analyses generated from State-reported data submitted annually to the Office of Special Education Programs are provided in Chapter 1. Highlights of this chapter are:

- The number and percentage of children and youth with disabilities continues to grow. In 1991-92, 4,994,169 children from birth through age 21 were served under Part B of IDEA and Chapter 1 of the Elementary and Secondary Education Act, State Operated Programs (ESEA [SOP]); this was an 3.9 percent increase from 1990-91, the largest increase since 1976-77.

- Almost half (49.9 percent) of the students age 6-21 served by IDEA and Chapter 1 of ESEA (SOP) are identified as having learning disabilities. The number of students served with learning disabilities increased by 4.9 percent from 1990-91 to 1991-92.

- Three State studies of reclassification of students with disabilities revealed that fairly large proportions of children with disabilities are reclassified over a short period of time. Students with speech and language impairments, mental retardation, and serious emotional disturbance had high probabilities of being reclassified and were most typically reclassified to specific learning disabilities.

- Approximately 94 percent of students with disabilities received educational and related services in regular school buildings in 1990-91. More children were placed in more integrated settings in 1990-91 than in previous years. A study of mainstreaming practices conducted as part of the OSEP-funded National Longitudinal Study found grading standards and expectations as to maintenance of satisfactory academic achievement differed from school to school for mainstreamed students with disabilities.

- In 1990-91 about 60 percent of all students with disabilities exiting the educational system received a diploma or certificate, while almost one-fourth dropped out of school.

- There was an increase of over 7,000 teachers employed to serve children and youth with disabilities from 1989-90 to 1990-91 while the number of children served over the period increased by 2.6 percent. States reported a shortage of approximately 27,000 teachers and more than 6,000 teacher aides.

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

- Congress amended the Part H requirements adopting a differential funding system in light of States problems in meeting the program's fourth year requirements. For FY 1991, 18 States/jurisdictions moved into full implementation, and 26 requested their first year of extended participation. All 11 States/jurisdictions that had requested extended participation for FY 1990 did so again for FY 1991. Twenty-one of the 26 States requesting extended participation for the first time in FY 1991 indicated the State was experiencing serious fiscal problems that would prevent it from moving ahead with the Part H program.

- In 1991, Part H was reauthorized by Congress for three more years; several of the programmatic changes made in the program were made in response to what States had learned as they implemented Part H.

- The U.S. Department of Education and the U.S. Department of Health and Human Services on August 12, 1992 signed a historic interagency agreement to coordinate resources to facilitate the acquisition of benefits and services to children with disabilities from birth through age 5.

- States reported serving 66,495 infants and toddlers with disabilities under Chapter 1 of ESEA (SOP) in 1991-92; this was a 31 percent increase in the number served from 1990-91. A total 105,178 infants and toddlers were receiving early intervention services in non-Chapter 1 (SOP) programs. While this number is lower than in years past, it is believed this is a function of improved data reporting by States. States continue to work toward production of unduplicated counts of the number of infants and toddlers being served.

- For the first time during school year 1992-93, all States had in place a mandate to serve preschool children with disabilities. In December, 1991, 422,226 preschoolers with disabilities were being served, a 3.8 percent increase from the previous year.

- Significant personnel shortages continue to exist for individuals to provide high quality services to young children with disabilities. The need is particularly acute for related services providers. While they reported employing 15,192 preschool teachers, States noted a need for an additional 2,577 preschool teachers.

- In FY 1992, 117 new and ongoing projects were funded under the Early Childhood Program for Children with Disabilities (EEPCD). In addition to 8 new model demonstration projects and 15 new outreach projects, EEPCD supported a new Early Childhood Research Institute which will conduct longitudinal case studies of children, families, and service providers to identify factors influencing utilization of early childhood services for children with disabilities.

THE INDEPENDENCE OF OUT-OF-SCHOOL YOUTH WITH DISABILITIES: FINDINGS FROM THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Chapter 3 presents findings from the OSEP-funded National Longitudinal Transition Study of Special Education (NLTS) on independence of out-of-school youth with disabilities.

- Life profiles were used to assess the degree of independence of young people with disabilities in the productive engagement, residential, and social domains. Analyses of these profiles demonstrate a significant movement toward greater independence for youth with disabilities overall, and for youth in many disability categories.

- By the time youth had been out of secondary school 3 to 5 years, 20 percent of youth had the most independent profile, depicting youth who were functioning independently in all three domains; another 43 percent of youth were functioning independently in two of the domains.

- Over the three-year period encompassed by NLTS, there was a significant growth in the more independent profiles and corresponding decreases in the less independent profiles.

- Among youth in six disability categories, more than half of youth either were fully independent or moved toward greater independence over time, including those with learning disabilities; serious emotional disturbance; and speech, visual, and orthopedic impairments; and those who were deaf. Youth with multiple disabilities or who had deaf-blindness had a different pattern, with more than half of youth in those categories moving toward less independence or maintaining a relatively low level of independence over time.

- The consequences of choosing to leave school without graduating are reflected in the level of independence youth with disabilities achieved in the early years after high school. Graduates experienced large and significant gains in the most independent profiles over the 3-year period. Dropouts had patterns of decline similar to those of graduates in the less independent profiles, but there was not the corresponding increase in the most independent profile. Moreover, high school graduates with disabilities demonstrated a consistently more positive pattern of profiles than dropouts over time.

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

Chapter 4 describes the administrative and programmatic efforts OSEP undertakes to assist State and local educational agencies in educating all children and youth with disabilities and describes OSEP's recent efforts to design and improve program planning for the discretionary programs funded by IDEA.

- OSEP initiated a number of important modifications and refinements to its State plan review and approval process in FY 1992. OSEP conducted training sessions in the fall of 1991 for SEA staff who were responsible for the submission of State plans for FY 1993, conducted extensive training sessions for all U.S. Department of Education personnel who participate in the State plan review process, and piloted a new expedited clearance process for the issuance of grant awards for FY 1993.

- OSEP reviews plans submitted by States on a staggered three-year schedule, to assure that SEA policies and procedures are consistent with the requirements of IDEA, Part B. Twenty-one State Plans were submitted and reviewed for the three-year period covering FY 1993-1995. Across these States, a number of varied concerns were raised during the State Plan review process; the most frequent issues identified were related to personnel standards, the full educational opportunity goal, and procedural safeguards.

- On-site compliance monitoring reviews are conducted for each State, by OSEP, as part of the Federal program review process. A major purpose of these visits is to determine the extent to which SEA policies and procedures previously approved in the State Plan are being implemented. OSEP instituted a number of important modifications to improve its on-site monitoring process during FY 1992; these included hiring nine staff members to support and expand its current on-site monitoring activities; changes to ensure timely, effective monitoring reports; and modifications to ensure the accurate collection of information.

- During FY 1992, nine compliance reviews were completed, and 14 final monitoring reports were issued by OSEP. Across the 14 reports issued during FY 1992, concerns noted for all 14 States/jurisdictions included those related to FAPE, SEA monitoring, due process and other procedural safeguards, and IEPs.

- For FY 1992, $1.98 billion was distributed to States for the provision of special education to children with disabilities, through IDEA, Part B, with an average allocation of $419 per child. Programs funded under Chapter 1 of ESEA (SOP) to assist in educating children with disabilities in State-operated or State-supported programs received an average per pupil allocation of $524.

- OSEP implemented a planning process to develop program agendas for IDEA's discretionary programs. The planning processes were designed to obtain wide input from the special education community. As of September 30, 1992, five program agendas were written. Preliminary planning has occurred for three additional programs. OSEP is committed to continuing the planning processes for all the discretionary programs.

CHAPTER 1

STUDENTS WITH DISABILITIES SERVED, THEIR PLACEMENT AND EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

One purpose of the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act) is to assure that "all children have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs..." (Sec. 601(c)). The Office of Special Education Programs (OSEP) uses multiple sources of information to determine the extent to which this purpose is being accomplished. One primary information source is the State-reported data required by Congress under Section 618(b) of IDEA. States provide annual counts of the number of children and youth with disabilities receiving special education and related services under IDEA, Part B and Chapter 1 of the Elementary and Secondary Education Act (ESEA), State Operated Programs (SOP).[1] States also provide data regarding the educational placements of children receiving services, the school exiting patterns of students, and the personnel employed and needed to provide educational and related services. In addition, OSEP also collects data on the number of personnel trained and certified in programs supported by the personnel preparation program, Part D of IDEA. These and other data provide extensive information about the provision of a free appropriate public education to children and youth with disabilities.

This chapter presents data on children and youth served during the 1991-92 school year under IDEA, Part B and Chapter 1 of those age 6 through 21 years (SOP).[2] The total number of students served on December 1, 1991, and the disabilities of those age 6 through 21 years, are described. The percentages of students with different disabilities, as a function of resident population and of all disabilities combined, for 1991-92 and the change over time, are presented. The reclassification of students with disabilities, highlighting the results from three statewide studies, is also discussed. Data on students' educational placements (e.g., regular class, separate class) during the 1990-91 school year are described, with comparisons made to the 1989-90 school year. The school exiting patterns (e.g., graduation, dropping out) of students with disabilities are presented for 1990-91, as well as a discussion of proposed changes to the OSEP exiting data collection. Finally, the chapter describes the number of personnel employed and needed to serve students with disabilities in 1990-91.

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[1] The Elementary and Secondary Education Act of 1965, now Chapter 1 of ESEA (SOP), formerly provided support for children and youth with disabilities from birth through age 20 in programs operated or supported by state agencies. The 1988 amendments to ESEA changed the age range of children eligible for services to children and youth with disabilities from birth through age 21. The amendments also changed the count date from October 1 to December 1 beginning with the 1988-89 school year.

[2] For simplicity, these two laws will be referred to as Part B and Chapter 1 (SOP) throughout this report.

NUMBER AND DISABILITIES OF STUDENTS SERVED

Number of Students Served

A total of 4,994,169 children and youth (birth through age 21) with disabilities were served during school year 1991-92 under the IDEA, Part B and Chapter 1 (SOP) programs. Compared to the 1990-91 school year, an additional 185,227 children and youth were served, which represents a 3.9 percent increase. Table 1.1 shows the number of children and youth served, since 1976-77, and the year-to-year percentage change in the number served. The 1990-91 to 1991-92 percentage increase is the largest since the inception of the Part B program in 1976.[3] Even when controlling for changes in same age resident population, there have been consistent increases in the number of children with disabilities. Approximately 7.3 percent of all children in the resident population were served with disabilities in 1991-92, compared to 7.1 percent in 1990-91 and 5.1 percent in 1976-77.

Most of the 1991-92 increase of approximately 185,000 students occurred in the Part B program; it accounted for approximately 175,000 of the increase of children age 3-21 served. Children are counted by their specific disability only for age 6-21. Under the Part B program, the largest increases occurred in the categories of specific learning disabilities (103,000), speech or language impairments (13,000), and serious emotional disturbance (9,000). Increases of approximately 4,000 or less occurred in each of the other disabilities under the Part B program. The 1991-92 school year marked the first time national data were collected on children served with autism and traumatic brain injury which accounted for 5,208 and 330, respectively, of the total count of children served under both Part B and Chapter 1 (SOP). Detailed discussions regarding reasons for the ongoing increase in the number of children and youth served were presented in the Thirteenth and Fourteenth Annual Reports to Congress.

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[3] This chapter primarily presents data trends for students served under Part B. This is done for two reasons. First, Part B serves the great majority of students with disabilities. Second, it is not possible to make age group comparisons across disabilities for Part B and Chapter 1 (SOP) before the 1987-88 school year. Data collection requirements regarding age groups and specific disabilities have changed over the years, making it difficult to analyze data trends over time. These and other data reporting differences and anomalies are addressed at appropriate places in this chapter.

TABLE 1.1

Students Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)[a]:
Number and Percentage Change, School Years 1976-77 to 1991-92

School Years	Change in Total Number Served from Previous Year (%)	Total Served	IDEA, Part B	Chapter 1 (SOP)
1991-92	3.9	4,994,169	4,722,461	271,708
1990-91	2.8	4,808,942	4,548,869	260,073
1989-90	2.2	4,687,620	4,421,236	266,384
1988-89	2.1	4,587,370	4,324,220	263,150
1987-88	1.6	4,494,280	4,235,263	259,017
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85[b]	0.5	4,363,031	4,113,312	249,719
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

[a] From 1988-89 to the present, these numbers include children 3-21 years old counted under Part B and children from birth through age 21 counted under Chapter 1 (SOP); prior to 1988-89, children from birth through age 20 were served under Chapter 1 (SOP). The totals do not include infants and toddlers from birth through age 2 served under Part H of IDEA who were not served under the Chapter 1 (SOP) program.

[b] Beginning in 1984-85, the number of children with disabilities reported for the most recent year reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Updates received from States for previous years are included so totals may not match those reported in previous annual reports to Congress. Prior to 1984-85, reports provided data as of the grant award date.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Disabilities of Students Served

There is substantial variation in the number and percentage of children and youth with disabilities served under the Part B and Chapter 1 (SOP) programs (see table 1.2). Children ages 5 and younger are not counted by their disability as mandated by P.L. 99-457, the 1986 amendments to EHA-B (now IDEA). Almost half (49.9 percent) of all children and youth served under both programs were identified as having specific learning disabilities. Other high incidence disabilities included speech or language impairments (22.2 percent), mental retardation (12.3 percent), and serious emotional disturbance (8.9 percent). The other disabilities--multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, deaf-blindness, autism, and traumatic brain injury--accounted for only 6.7 percent of all children and youth served with disabilities. Compared to the Chapter 1 (SOP) program, the Part B program serves the great majority (96 percent) of students with disabilities, and it serves almost all students with specific learning disabilities and speech or language impairments (more than 98 percent in both cases) (see table 1.3). The Part B program also serves most of the students identified as having mental retardation (90 percent), serious emotional disturbance (91 percent), orthopedic impairments (89 percent), other health impairments (96 percent), and traumatic brain injury (86 percent). The Chapter 1 (SOP) program, however, served approximately 20-30 percent of all students with multiple disabilities, hearing impairments, visual impairments, and autism, and almost half of all students with deaf-blindness. A discussion of the reasons for differences between the Part B and Chapter 1 (SOP) programs in the relative percentages of students served with different disabilities was presented in the Thirteenth Annual Report to Congress.

Specific Learning Disabilities

Almost 2.25 million children and youth (ages 6-21) were served with specific learning disabilities under the Part B and Chapter 1 (SOP) programs during the 1991-92 school year. As mentioned above, the great majority of these students were served under the Part B program. Under this program, there was a large increase of more than 103,000 students (or 4.9 percent) served with specific learning disabilities between 1990-91 and 1991-92. Since 1976-77 (just after passage of the Part B program in 1975), the number of students with specific learning disabilities has increased by more than 1.4 million (183 percent). Figure 1.1 shows that the relative proportion of these students, compared to all disabilities combined, has dramatically changed over this time period--from 23.8 percent in 1976-77 to 51.3 percent in 1991-92. The dramatic increase in the number of children identified with specific learning disabilities may be due, in part, to the reclassification of students with other disabilities (e.g., speech or language impairments, mental retardation) to the specific learning disability category. The results of three statewide studies of the reclassification patterns of students with disabilities, which are reported later in this chapter, provide evidence of this phenomenon.

TABLE 1.2

Disability of Students Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP): Number and Percentage, School Year 1991-92

Disability	IDEA, Part B		Chapter 1 (SOP)		Total	
	Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
Specific learning disabilities	2,218,948	51.3	30,047	16.6	2,248,995	49.9
Speech or language impairments	990,016	22.9	10,655	5.9	1,000,671	22.2
Mental retardation	500,986	11.6	53,261	29.3	554,247	12.3
Serious emotional disturbance	363,877	8.4	36,793	20.2	400,670	8.9
Multiple disabilities	80,655	1.9	17,747	9.8	98,402	2.2
Hearing impairments	43,690	1.0	17,073	9.4	60,763	1.3
Orthopedic impairments	46,222	1.1	5,468	3.0	51,690	1.1
Other health impairments	56,401	1.3	2,479	1.4	58,880	1.3
Visual impairments	18,296	0.4	5,873	3.2	24,169	0.5
Deaf-blindness	773	0.0	650	0.4	1,423	0.0
Autism	3,555	0.0	1,653	0.9	5,208	0.1
Traumatic brain injury	285	0.0	45	0.0	330	0.0
All disabilities	4,323,704	100.0	181,744	100.0	4,505,448	100.0

[a] Percentages sum within columns.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.3

Law Under Which Students Age 6-21 are Served, by Disability: Number and Percentage, School Year 1991-92

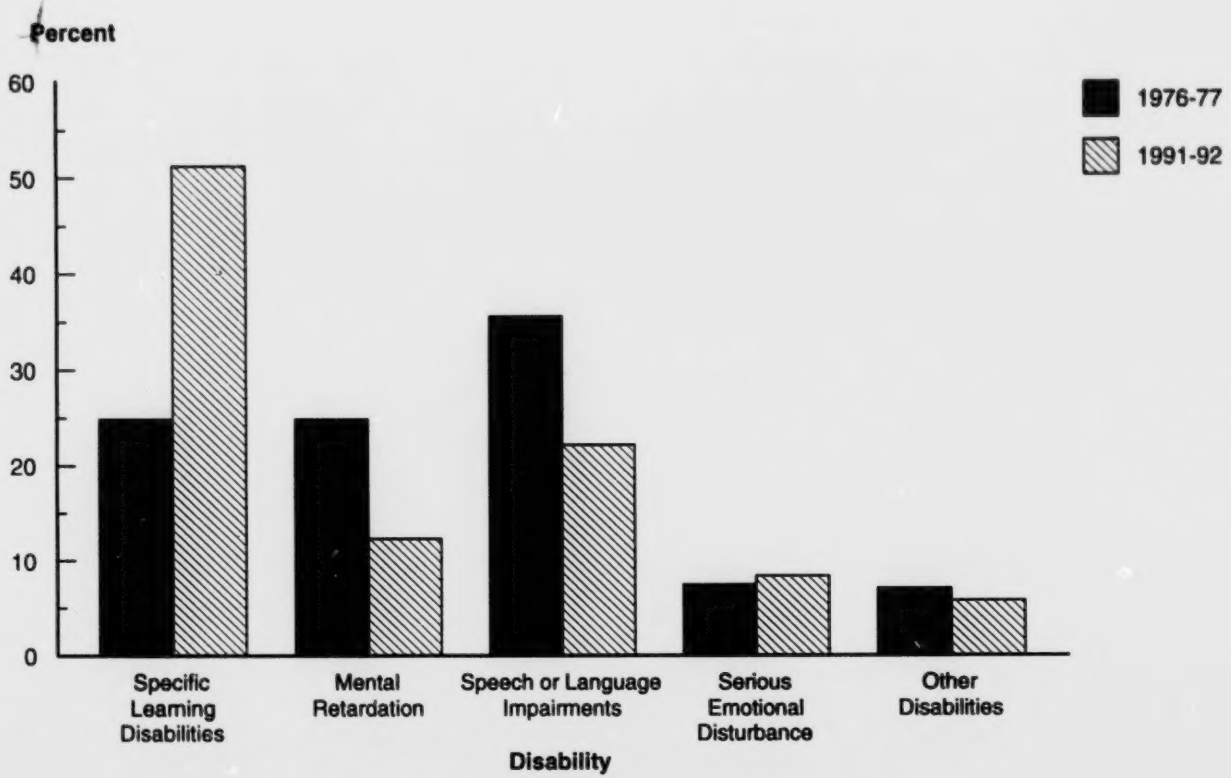
Disability	IDEA, Part B		Chapter 1 (SOP)		Total	
	Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
Specific learning disabilities	2,218,948	98.7	30,047	1.3	2,248,995	100.0
Speech or language impairments	990,016	98.9	10,655	1.1	1,000,671	100.0
Mental retardation	500,986	90.4	53,261	9.6	554,247	100.0
Serious emotional disturbance	363,877	90.8	36,793	9.4	400,670	100.0
Multiple disabilities	80,655	82.0	17,747	18.0	98,402	100.0
Hearing impairments	43,690	71.9	17,073	28.1	60,763	100.0
Orthopedic impairments	46,222	89.4	5,468	10.6	51,690	100.0
Other health impairments	56,401	95.8	2,479	4.2	58,880	100.0
Visual impairments	18,296	75.7	5,873	24.3	24,169	100.0
Deaf-blindness	773	54.3	650	45.1	1,423	100.0
Autism	3,555	68.3	1,653	31.7	5,208	100.0
Traumatic brain injury	285	86.4	45	13.6	330	100.0
All disabilities	4,323,704	96.0	181,744	4.0	4,505,448	100.0

[a] Percentages sum across rows.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

FIGURE 1.1

Changes in the Distribution of Specific Disabilities for Children Age 6-21 Served Under IDEA, Part B: School Years 1976-77 and 1991-92



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Speech or Language Impairments

During the 1991-92 school year, slightly more than 1 million children and youth, age 6-21, were identified as having speech or language impairments under the Part B and Chapter 1 (SOP) programs. Under the Part B program (which serves most of these students) there was an increase of almost 13,000 students (1.3 percent) between 1990-91 and 1991-92. There have been small, but consistent, percentage increases in the number of these students over the past three school years. This recent trend contrasts with the entire 1976-77 to 1991-92 period in which the number of students with speech and/or language impairments decreased by more than 180,000 (or 15 percent); moreover, students with speech and language impairments represented 35.6 percent of the total population of students with disabilities in 1976-77, but just 22.9 percent in 1991-92. As discussed in the last two annual reports, the decrease in the number of students identified with this disability may be due to several factors, including: (1) more accurate and discriminating identification and assessment procedures of speech and language problems; (2) increased provision of speech and language services within the regular education delivery system; and (3) an increasing tendency to identify students with language disorders as having specific learning disabilities, rather than as having speech or language impairments (American Speech-Language-Hearing Association, personal communication by R. Sawyer, March 3, 1990).

Mental Retardation

There were almost 555,000 children and youth, age 6-21, identified as having mental retardation under the Part B and Chapter 1 (SOP) programs during 1991-92. As mentioned previously, 90 percent of these children were served under Part B. Between 1990-91 and 1991-92 there was an increase of about 3,500 students served with mental retardation under Part B. However, since 1976-77, there has been a decrease of almost 319,000 (or 39 percent) children and youth identified with this disability, under the Part B program. Although these students comprised 24.9 percent of the total population of students with disabilities in 1976-77, they accounted for just 11.6 percent in 1991-92. As discussed in previous annual reports, the substantial decrease in the number of children identified as having mental retardation is due to:. (1) the use by many States of more restrictive and stringent classification criteria; (2) court rulings that stipulated that many minority group children had been inappropriately diagnosed as having mental retardation, because of discriminatory assessment and classification procedures; and (3) an increasing preference by parents and professionals to classify children and youth with mild to moderate cognitive defects as children with specific learning disabilities rather than children with mental retardation.

Serious Emotional Disturbance

During 1991-92, approximately 400,000 children and youth with serious emotional disturbance, age 6-21, were served under the Chapter 1 (SOP) and Part B programs. As noted before, 90 percent of these students were served under Part B. There was an increase of more than 9,000 (2.6 percent) students with serious emotional disturbance between 1990-91 and 1991-92 in the Part B program. Since 1976-77, there has been an increase of more than 118,000 students (48 percent) served with this disability. These students comprise 8.4 percent of the total population of students with disabilities in 1991-92, compared to 7.5 percent in 1976-77. Despite these increases, there exists concern that students with serious emotional disturbance are underidentified. Underidentification may occur because some characteristics of serious emotional disturbance, such as withdrawal or depression, may be easily overlooked in school settings. In addition, some parents and professionals may be reluctant to classify a child with the serious emotional disturbance label since they often view it pejoratively.

Other Disabilities

Children and youth with multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, deaf-blindness, autism, and traumatic brain injury accounted for 6.7 percent of the total population of students with disabilities. Under both the Part B and Chapter 1 (SOP) programs, approximately 98,000 students with multiple disabilities, 61,000 with hearing impairments, 52,000 with orthopedic impairments, 59,000 with other health impairments, 24,000 with visual impairments, 1,400 with deaf-blindness, 5,200 with autism, and 330 with traumatic brain injury were served during the 1991-92 school year. As mentioned previously, this was the first year in which data were collected on the number of children and youth identified with autism and traumatic brain injury.

Analyses were conducted to examine the change in number and percent of children and youth identified with these disabilities from 1979-80 through 1991-92 (see figure 1.2).[4] To assure comparable data due to changes in the data collected over time, only students age 6-21 served under Part B were included in the analyses.

The number of students with multiple disabilities counted under Part B has increased from approximately 45,000 in 1979-80 to almost 81,000 in 1991-92, an increase of about 80 percent. Two periods saw the most notable increases in the number of students served with this disability. The first occurred in the mid-1980's when a few States began counting children as having multiple disabilities who were previously counted as having other disabilities. However, in the last four years, the number of students served with multiple disabilities has again increased; during this period it appears that the increase was more consistent across the nation with 34 States reporting they had served larger numbers of these students than in 1987-88. For the nation as a whole, there was a 28 percent increase in the number of children served with this disability in the last four years.

There have been notable decreases from 1979-80 to 1991-92 in the proportion of students served with hearing impairments (14%, from 50,991 to 43,690), visual impairments (12%, from 20,821 to 18,296), and deaf-blindness (42%, from 1,341 to 773) under Part B. The greatest

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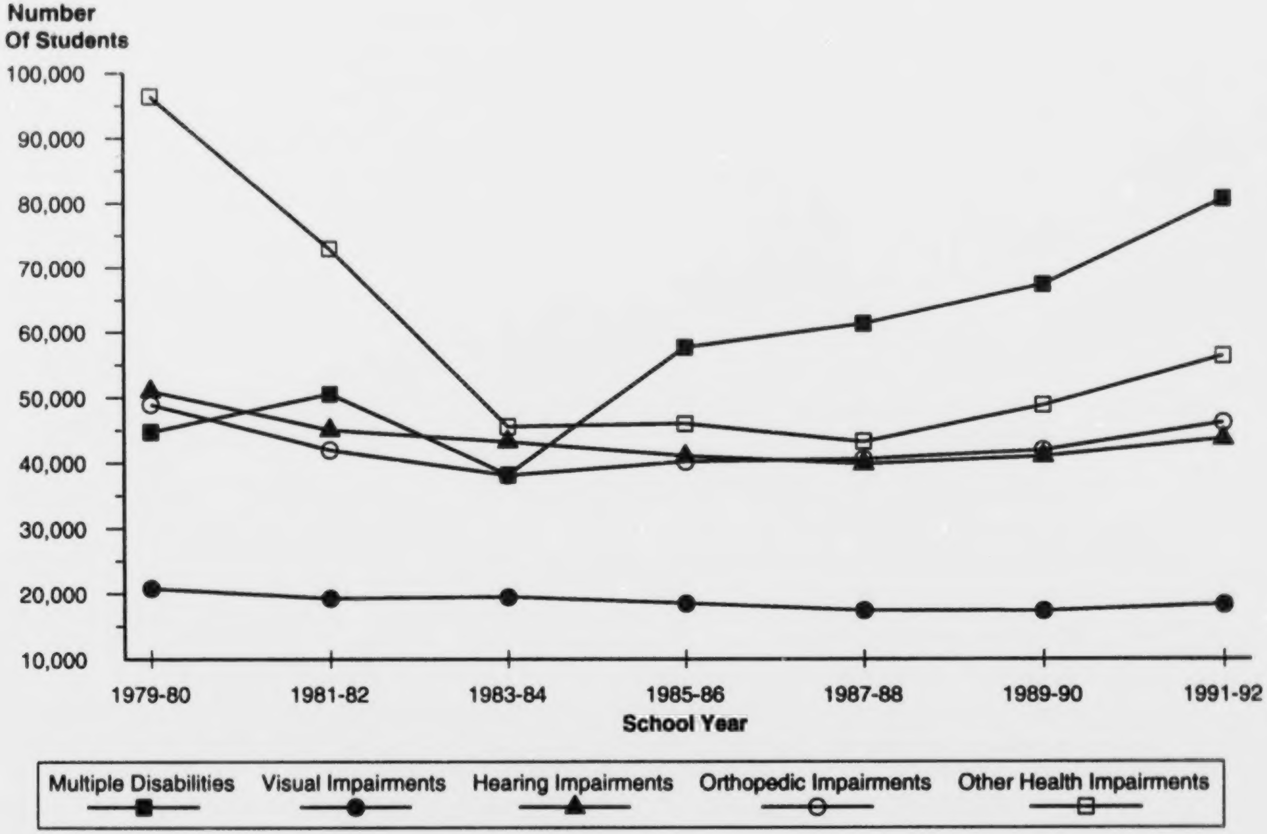
[4] Because of the very small number of students served with deaf-blindness, this disability is not included in figure 1.2.

FIGURE 1.2

Number of Students Age 6-21 with Hearing Impairments, Multiple Disabilities, Orthopedic Impairments, Other Health Impairments, and Visual Impairments Served Under IDEA, Part B: School Years 1979-80 to 1991-92



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

proportional decrease--42 percent--occurred for students classified as having other health impairments; between 1979-80 and 1991-92. The number of students served with this disability decreased from 96,418 to 56,401. However, in the last four years this number has increased almost 30 percent across the nation with 37 States increasing the number of students they serve with this disability.

The increase in the multiple disabilities category may be related, in part, to the decrease in the number of children identified with mental retardation and other health impairments. Children initially identified with mental retardation or other health impairments may have been reclassified as having multiple disabilities due to recognition by school personnel and parents of concomitant disabilities (e.g., sensory impairments) which require significant attention. It is not clear why there have been decreases in the hearing and visual impairments categories. It is possible that more children with mild impairments are using corrective devices (e.g., hearing aids) or receiving interventions which provide enough compensation for their mild disability to preclude the need to identify them for special education services.

Reclassification of Students with Disabilities

Over the past three years, three States have conducted studies of the reclassification patterns of students with disabilities. Each of the three States--Maine, Maryland, and Michigan--analyzed reclassification trends during a three-year period for either the entire State population of students with disabilities or the State population within selected age ranges. The Maine researchers were able to provide explanations for their results, but the researchers in the other two States were not, because of resource limitations in conducting their studies.

Maine. The Maine study (Gray-Hanc & Kierstead, 1990) investigated reclassification patterns during school years 1987 through 1989 for students with specific learning disabilities, speech or language impairments, behavioral impairments, mental retardation, and multiple disabilities. The study tracked all students in the State with disabilities, who were ages 5, 6, 7, 11, 12, and 13 in 1987, over three school years. The researchers selected the younger age years (5, 6, and 7) to investigate possible reclassification changes that occur during the preschool to elementary school transition. The later age years (11, 12, and 13) were chosen to determine reclassification patterns during the transition from elementary to junior high school. Among the younger students who were still being served in 1989, 20.4 percent (563 of 2,758) had been reclassified; among the older students, 14.1 percent (560 of 3,966) had been reclassified.

Results indicated that of the younger students, those initially classified with multiple disabilities were the most likely to be reclassified (39 percent), followed by students with mental retardation (36 percent), speech or language impairments (22 percent), behavioral impairments (16 percent), and specific learning disabilities (15 percent). Of students reclassified, those with multiple disabilities were most likely reclassified as having mental retardation and those with specific learning disabilities were most frequently reclassified to speech or language impairments. Students with mental retardation, speech or language impairments, and behavior impairments were most often reclassified as having specific learning disabilities.

Of the older children, reclassifications were also most frequent for those with multiple disabilities (38 percent), followed by students with speech or language impairments (30 percent), mental retardation (25 percent), behavioral impairments (17 percent), and specific learning disabilities (8 percent). Students initially classified with multiple disabilities were most frequently reclassified to specific learning disabilities, while those with specific learning disabilities were most often changed to behavioral impairments. As in the case of the younger children, older children with mental retardation, speech or language impairments, and behavioral impairments were most frequently reclassified to specific learning disabilities.

The Maine researchers provided a number of possible explanations for some of these reclassification patterns. They suggested that many children are initially classified with multiple disabilities when school personnel are not able to determine one primary disability. The high rate at which these children are reclassified may reflect greater certainty, gained over time, by school professionals of a primary disability for these children. For the younger children, this disability is most often mental retardation, suggesting that significant cognitive deficits are the major challenge for these children.

Many young children with disabilities were classified with speech or language impairments and later reclassified with specific learning disabilities. The researchers suggested that without the means to document an ability-achievement discrepancy with young children with specific learning disabilities, they are classified with speech or language impairments until they reach the early elementary school years when a discrepancy can be documented.

According to the researchers, the reclassification of students with mental retardation and behavioral impairments to specific learning disabilities may be due, in part, to preference of parents and school personnel for the specific learning disability label. In addition, the inability to document a significant ability-achievement discrepancy with young children may result in these children being initially identified with behavioral impairments and later reclassified with specific learning disabilities.

The researchers also hypothesized that young students initially identified with specific learning disabilities may have been reclassified to speech or language impairments because that label was viewed more favorably by parents and educators and because of confusion regarding the relationship between language problems and specific learning disabilities. For the older students with specific learning disabilities, reclassification to behavioral impairments may indicate that these students have also acquired behavioral problems which have become of more concern.

Maryland. The Maryland study (Mertens, Harper, Haigh, & Hayden, 1992) analyzed reclassification patterns for all students in the State, age 6-19, with specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. As in the Maine study, children's classification status was tracked over a three-year period, 1988 through 1990. For purposes of this report, results are reported for students in age groups of 6-11 and 12-17.

For the younger children, reclassifications were most frequent for speech or language impairments (31 percent), followed by serious emotional disturbance (21 percent), mental retardation (20 percent), and specific learning disabilities (7 percent). The most frequent reclassification for students initially classified with speech or language impairments, mental retardation, and serious emotional disturbance was to specific learning disabilities. Students with specific learning disabilities were most frequently reclassified to speech or language impairments and serious emotional disturbance.

Of the older children, reclassifications were most frequent for speech or language impairments (37 percent), followed by mental retardation (20 percent), serious emotional disturbance (19 percent), and specific learning disabilities (7 percent), which closely parallels the pattern for the younger age group. The change in classification for the older group was very similar to that of the younger group--students initially classified with speech or language impairments, mental retardation, and serious emotional disturbance were most frequently reclassified to specific learning disabilities. Older children with specific learning disabilities were most frequently reclassified to serious emotional disturbance.

Michigan. The Michigan study (Parshall & Nuttall, 1992) investigated reclassification patterns for the entire State population of children and youth with disabilities from 1989 through 1991. In total, the reclassification patterns of students with 12 different disabilities, from birth to age 26, were examined. In addition, the researchers examined reclassification differences by individual age year, gender, and ethnicity.

The highest reclassification rate was for young children classified as preprimary impaired (76 percent); State regulations mandate that these children must be reclassified to a specific disability at age 6. Of the remaining 11 disabilities, the most frequent reclassifications occurred for speech or language impairments (24 percent), followed by physical/other impairments (17 percent), educable retardation (17 percent), emotional disturbance (13 percent), and severe mental retardation (12 percent). The disabilities of trainable mental retardation, visual impairments, multiple impairments, specific learning disability, hearing impairments, and autism all had reclassification rates of less than 10 percent.

Of those students whose classification was changed, almost half (46 percent) changed to specific learning disability, 17 percent changed to educable retardation, and 12 percent to serious emotional disturbance. Approximately 75 percent of students initially classified with serious emotional disturbance or speech or language impairments, and 60 percent of students classified with educable mental retardation were reclassified to specific learning disability.

Examination of individual age year patterns for all disabilities combined showed that reclassifications were highest among young children (age 3-12) in which the reclassification percentages ranged from 10-37 percent. After age 12, the reclassification percentages were 9 percent or less. Examination of gender differences revealed that neither males nor females, of any disabilities, were substantially more likely to be reclassified. Males initially classified with hearing impairments, visual impairments, multiple disabilities, educable mental retardation, and autism were only slightly more likely to be reclassified. Reclassification patterns across ethnicity groupings--Native American, Asian American, Hispanic American, Caucasian American, and African American--indicated that no substantial differences existed.

Summary. The three State studies show that fairly large percentages of children with disabilities were reclassified over a short period of time. A number of reclassification patterns were consistent across the three States. Students with speech or language impairments, mental retardation, and serious emotional disturbance (or behavioral impairments) had high probabilities of being reclassified and were most typically reclassified to specific learning disabilities. Students with specific learning disabilities were less likely to be reclassified but, when reclassified, their classification most often changed to speech or language impairments or serious emotional disturbance or behavioral impairments.

The large rates at which students were reclassified may be related to a number of factors, including: (1) initial uncertainty by school personnel regarding the nature of a student's disability; (2) a change in the primary disability of a student with more than one disability (e.g., students with both specific learning disabilities and serious emotional disturbance); and (3) the preference for a label that is viewed by some practitioners and parents as a less pejorative classification. Some of these factors (e.g., initial uncertainty regarding the nature of a child's disability) may be more pronounced for younger children, who appear to be reclassified at somewhat higher rates than older children.

The reclassification of students to specific learning disabilities is of special interest because it explains, in part, the increasing number of children identified with this disability. This reclassification appears to be related to a number of factors including: (1) inability to document an ability-achievement discrepancy (required for the specific learning disability classification) until children reach early elementary school years; and (2) preference for a label that is viewed by practitioners and parents as less pejorative.

Findings from the Michigan study suggest that there does not appear to be either ethnic or gender bias in the rate at which students are reclassified. However, the study did not examine whether there were differences by gender or ethnicity regarding the new disability classifications of the students.

EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES

The Office of Special Education Programs (OSEP), in accordance with Section 618(b) of IDEA, annually collects data from the States and Outlying Areas on the number of students with disabilities being served in each of the following educational environments: regular class, resource room, separate class, separate school facility (public and private), residential facility (public and private), and homebound/hospital placement. In addition, OSEP collects a duplicate count of the number of students served in correctional facilities and parent-initiated private school placements.[5] OSEP defines the educational environments as follows:

- *Regular class* includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day. It includes children placed in a regular class and receiving special education within the regular class, as well as children placed in a regular class and receiving special education outside the regular class.

- *Resource room* includes students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include students placed in resource rooms with part-time instruction in a regular class.

- *Separate class* includes students who receive special education and related services outside the regular classroom for more than 60 percent of the school day. Students may be placed in self-contained special classrooms with part-time instruction in regular classes or placed in self-contained classes full time on a regular school campus.

- *Separate school* includes students who receive special education and related services in separate day schools for students with disabilities for more than 50 percent of the school day.

- *Residential facility* includes students who receive education in a public or private residential facility, at public expense, for more than 50 percent of the school day.

- *Homebound/hospital environment* includes students placed in and receiving special education in hospital or homebound programs.

IDEA and the implementing regulations require that each student have an individualized education program (IEP) that defines appropriate educational services. An educational placement, selected from a continuum of alternatives, is chosen to provide appropriate services in the setting that meets each student's individual educational needs and offers the greatest opportunity for interaction with students who do not have disabilities.

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[5] These students are reported twice, once by educational placement (e.g., regular classroom, resource room) and once under correctional facilities or parent-initiated private placements.

Placement Data for the 1990-91 School Year

During the 1990-91 school year, the majority (93.5 percent) of students with disabilities, age 3-21, received educational and related services in regular school buildings which include regular class, resource room, and separate class placements (see figure 1.3). Specifically, 33.7 percent were served in regular classes, 34.6 percent in resource rooms, and 25.2 percent in separate classes. Most (4.9 percent) of the remaining students were served in separate schools. Less than 2 percent of students were served in residential (0.8 percent) and homebound/hospital settings (0.7 percent).

Table 1.4 presents the number and percentage of students served in different educational placements in 1989-90 and 1990-91. Between 1989-90 and 1990-91, the percentage of students, age 3-21, served in regular classes increased by 1.2 percent, from 32.5 percent to 33.7 percent. The percentage of resource room placements decreased from 35.5 to 34.6. The percentage of separate class and homebound/hospital placements remained unchanged. There were small decreases in the percentage of students served in separate school and residential facility placements.

These placement patterns suggest that more children were placed in more integrated settings in 1990-91 compared to the previous year. This most recent year-to-year pattern is in line with results reported in a recent study of integration trends over time (Sawyer, McLaughlin & Winglee, 1992). That study found that for all disabilities combined, the regular school placement percentage increased by 0.5 percent from 1977-78 to 1989-90 and the regular classroom percentage increased by 6.1 percent from 1985-86 to 1989-90.

Placement patterns vary considerably across the States (see tables AB1-AB6 in Appendix A). These variations appear to be due to several factors, including actual differences in the populations and needs of students served, different State reporting practices and interpretation of Federal reporting requirements, and different uses of private schools and separate facilities in States.

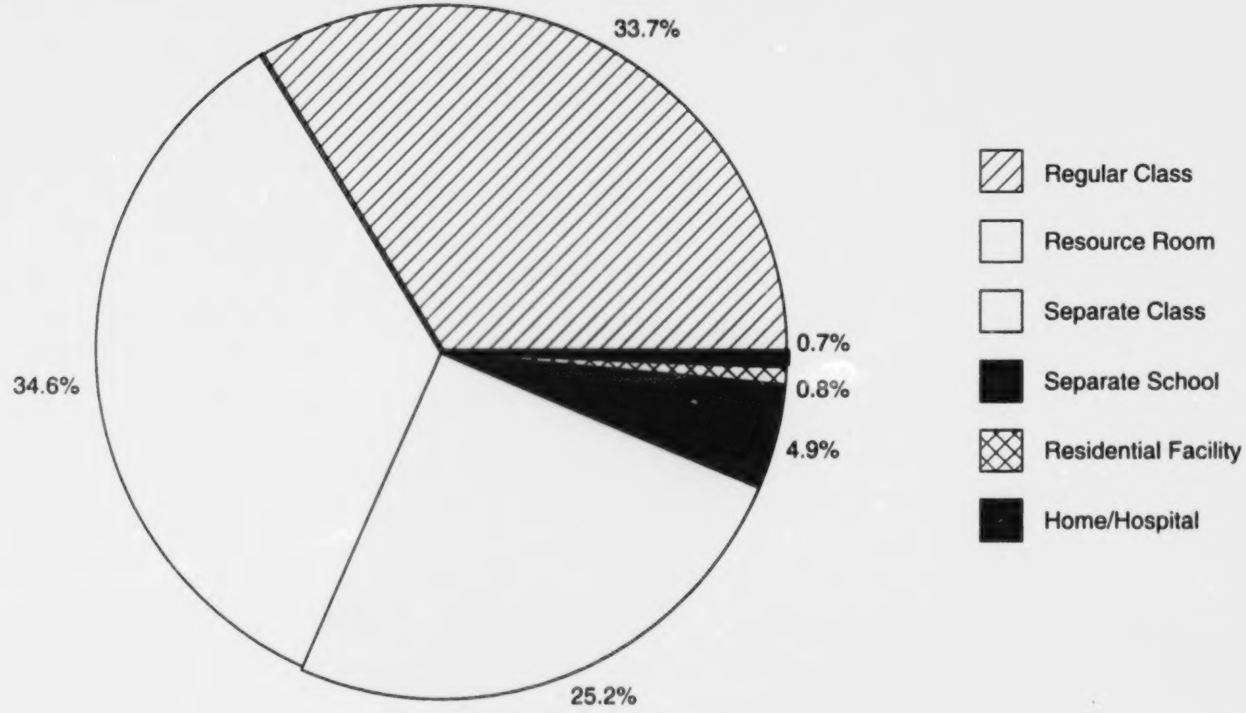
Placement Patterns by Age Group

Considerable variation exists in the educational placement of students by age group (see table 1.5). Regular school building placements were most likely for students age 6-11 (96 percent), followed by students age 12-17 (93 percent) and students age 18-21 (82 percent).

Table 1.5 shows that 43.2 percent of 6- through 11-year-olds were served in regular classes, compared to just 21.8 percent of 12- through 17-year-olds and 17 percent of 18- through 21-year- olds. Elementary school children were the least likely to receive services in resource rooms with only 31.6 percent served in these settings compared to 42.8 percent of 12- through 17-year-olds and 34.8 percent of 18- through 21-year-olds. Somewhat less variation exists in the separate class setting which ranges from a minimum of 21.6 percent for 6- through 11-year-olds to a maximum of 30.8 percent for 18- through 21-year-olds.

FIGURE 1.3

Percentage of All Students with Disabilities Age 3-21 Served in Six Educational Placements: School Year 1990-91



Notes: Separate school includes both public and private separate school facilities. Residential facility includes both public and private residential facilities.
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.4

Number and Percentage of Students Age 3-21 Served in Six Educational Environments and Change in Number Served: School Years 1989-90 and 1990-91

	1989-90		1990-91		Change in Number Served
Environment	Number	Percent	Number	Percent	
Regular class	1,496,964	32.5	1,596,342	33.7	99,378
Resource room	1,637,774	35.5	1,638,786	34.6	1,012
Separate class	1,159,007	25.2	1,194,012	25.2	35,005
Separate school	240,684	5.2	233,012	4.9	-7,672
Residential facility	40,768	0.9	38,095	0.8	-2,673
Homebound/hospital	32,891	0.7	31,653	0.7	-1,238
Total	4,608,088	100.0	4,731,900	100.0	123,812

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Separate school placements represented 2.9 percent for 6- through 11-year-olds and 4.7 percent for 12- through 17-year-olds, compared to 13.2 percent for 18- through 21-year olds. The proportion of students in residential facility placements was .3 percent for 6- through 11-year-olds, 1.2 percent for 12- through 17-year-olds and was more common for 18- through 21-year-olds at 3.0 percent. The proportion of students in homebound/hospital placements was 0.3 percent for 6- through 11-year-olds, 0.8 percent for 12- through 17-year-olds, and more common for 18 through 21-year-olds at 1.3 percent.

In general, elementary age students were served in the least restrictive settings, followed by students age 12-17. Students age 18-21 were served in the most restrictive placements. It is possible that younger students with disabilities are more easily accommodated in integrated settings because the elementary school curriculum may pose fewer significant challenges to these children than does the junior high and high school curriculum for older students with disabilities. However, as these children become older, school personnel may decide that less integrated settings

TABLE 1.5

Percentage of Students with Disabilities Age 6-11, 12-17, and 18-21
Served in Different Educational Environments: School Year 1990-91

Educational Environment	Age Group		
	6-11	12-17	18-21
Regular class	43.2	21.8	17.0
Resource room	31.6	42.8	34.8
Separate class	21.6	28.7	30.8
Separate school	2.9	4.7	13.2
Residential facility	0.3	1.2	3.0
Homebound/hospital	0.3	0.8	1.3

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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are more appropriate for the delivery of more intensive specialized services. Students age 18-21 may be more likely to be served in less integrated settings because the actual population of these students may represent students with more severe disabilities who have not completed school within the usual time frame. Students with more severe disabilities are typically served in less integrated settings. In addition, some 18- through 21-year-olds with disabilities may be enrolled in specialized vocational education and transition programs which are likely to be conducted in separate classes and separate schools.

Placement Patterns by Disability

Variation exists in the placement patterns across disabilities. Educational placement data by disability are collected only for students age 6-21. In general, students with less severe disabilities (e.g., specific learning disability, speech or language impairments) are served in less restrictive settings (e.g., regular class, resource room) than are students with more severe disabilities (e.g., multiple disabilities, deaf-blindness).

Table 1.6 shows that 92.8 percent of students with speech or language impairments and 76.2 percent of students with specific learning disabilities were served in either regular classes or resource rooms. In contrast, only 23.8 percent of students with multiple disabilities and 30.4 percent of students with mental retardation received educational services in these settings. Students with speech or language impairments were the most integrated group of students with 78.9 percent served in regular class placements, 13.9 percent served in resource rooms, and only 5.7 in separate classes. The majority (53.7 percent) of students with specific learning disabilities received educational services in resource rooms. Only 1.1 percent of students with specific learning disabilities received instruction in separate schools. The most common placements for students with mental retardation were separate classes (58.3 percent) and resource rooms (23 percent). Students with serious emotional disturbance were primarily served in separate classes (35.8 percent) and resource rooms (29.2 percent).

Although 46.6 percent of students with hearing impairments were served in the regular class or resource room placements, the largest single placement category for these students was separate classes (32.7 percent). An additional 20.1 percent of students with hearing impairments were served in either separate schools or residential facilities. In contrast, students with visual impairments had the second highest placement rate (42.1 percent) in regular classes. In addition, 23.2 percent of these students were served in resource rooms and 19.9 percent were served in separate classes.

Approximately 84 percent of both students with orthopedic impairments and students with other health impairments received their educational services in regular school (regular class, resource room, and separate class) placements. However, these students were more likely than students with other disabilities to receive services in homebound/hospital settings. Separate class placements (33.0 percent) were the most common for students with orthopedic impairments followed closely by regular class placements (29.6 percent) and resource room placements (22.2 percent). Similarly, students with other health impairments were fairly evenly distributed among the regular school placements, with 30.2 percent served in regular classes, 27.7 percent served in resource rooms, and 26.2 percent served in separate classes.

Students with deaf-blindness were most likely to receive educational services in residential facilities (25.2 percent) and separate classrooms (32.3 percent). Relatively large percentages of these students were also served in separate schools. The most common placements for students with multiple disabilities were separate classes (42.8 percent) and separate school facilities (27.7 percent).

Schools' Policies and Practices Toward Mainstreaming

OSEP contracted with SRI in 1987 to conduct a multiyear study of the secondary school programs, related services, social integration, educational achievements, postsecondary and employment experiences, and demographic characteristics of youth with disabilities. The National Longitudinal Transition Study of Special Education Students (NLTS) is based on a nationally representative sample of youth age 13 through 21 with disabilities (Valdes, Williamson, & Wagner, 1990; Wagner et al., 1991).

TABLE 1.6

Percentage of Students Age 6-21 Served in Different Educational Environments By Disability:
School Year 1990-91

Disability	Educational Environment					
	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Homebound/ Hospital
Specific learning disability	22.5	53.7	22.4	1.1	0.1	0.2
Speech or language impairments	78.9	13.9	5.7	1.4	0.1	0.2
Mental retardation	7.4	23.0	58.3	9.8	1.1	0.4
Serious emotional disturbance	16.8	29.2	35.8	13.3	3.5	1.5
Hearing impairments	26.9	19.7	32.7	9.1	11.0	0.5
Multiple disabilities	6.6	17.2	42.8	27.7	3.5	2.1
Orthopedic impairments	29.6	22.2	33.0	8.9	0.7	5.6
Other health impairments	30.2	27.7	26.2	7.3	1.0	7.6
Visual impairments	42.1	23.2	19.9	5.0	8.8	1.0
Deaf-blindness	10.5	6.4	32.3	23.5	25.2	2.2
All disabilities	32.8	36.5	25.1	4.2	0.8	0.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

This and the next section present a brief discussion of the NLTS findings with regard to the policies and practices of schools toward the mainstreaming of secondary school students, i.e., serving students with disabilities in general education programs. The NLTS data indicate that most (92 percent) secondary school students with disabilities attended regular schools.

The kinds of educational programs made available to students reflect the primary function of schools in serving students in secondary special education. According to the NLTS (Wagner et al., 1991), schools varied regarding the primary goals they had for students with disabilities. The primary goals were the development of students' academic skills (51 percent of schools), development of independent living skills (36 percent), and preparation for employment (4 percent).

Since the majority of students with disabilities spend some time in general education, the policies of regular schools toward special education students play a vital role in ensuring that an equitable balance is maintained between the goals of meeting the individual needs of students and providing services in settings which optimize their opportunity to interact with peers without disabilities. Some of the issues pertinent to this balance include grading standards, educational assistance for students, and support to teachers in accommodating mainstreamed students.

Table 1.7 indicates that 64 percent of secondary students with disabilities attended schools that held mainstreamed special education students to the same grading standards as regular education students (Valdes, Williamson, & Wagner, 1990). Sixty-five percent of students with disabilities were enrolled in schools that did not expect mainstreamed students to maintain an adequate academic standing without additional assistance. Student demographic characteristics were also examined, and school policies were found to vary most by degree of urbanicity. For example, approximately 81 percent of secondary students with disabilities in urban communities and 71 percent in suburban communities were in schools that graded mainstreamed students according to the same standards as regular education students (see figure 1.4). However, only 47 percent of students in rural communities were in schools that held mainstreamed students to the same grading standards as regular education students. Similarly, while 49 percent of students in urban communities, and 39 percent of students in suburban communities, were enrolled in schools that expected mainstreamed students to keep up with the class without any special help, only 23 percent of students in rural communities were in schools which expected the same of mainstreamed students.

Mainstreamed black secondary students were more often enrolled in schools that held them to the same grading standards as regular education students (74.6 percent), than either white (62.1 percent) or Hispanic (64.1 percent) students. Conversely, black students were less often enrolled in schools that expected them to maintain academic standards without special help (33.9 percent) than white (34.5 percent) or Hispanic (41.6 percent) students. These policies differed little across demographic factors of mainstreamed students such as gender, household income, education level of parents, current educational status, age, and disability conditions. With regard to specific disabilities, students with multiple disabilities and students with mental retardation were the least likely (approximately 54 percent) to be enrolled in schools that held them to the same grading standards as regular education students. Furthermore, only 26 percent of students with

TABLE 1.7

Schools' Policies and Practices Toward Mainstreaming

Policies/Practices	Percent of Students in Schools That Have Policy/Practice Percent	Standard Error	Sample Number
School held mainstreamed students in regular education classes to same grading standard as other students	64.2	1.7	3,788
Mainstreamed students in regular education classes were expected to keep up with the class without help	35.2	1.6	4,149
Regular education teachers with mainstreamed students routinely received:			
Consultation from special education staff	96.9	0.6	4,148
Special materials to use with mainstreamed students	52.6	1.7	4,148
In-service training in teaching students with disabilities	43.6	1.7	4,148
Classroom aides	28.3	1.5	4,148
Smaller class size/student load	10.6	1.0	4,148

Source: K.A. Valdes, C.L. Williamson, and M.M. Wagner (1990). *The national longitudinal transition study of special education students: Statistical almanac, Volume 1.* Menlo Park, CA: SRI International.

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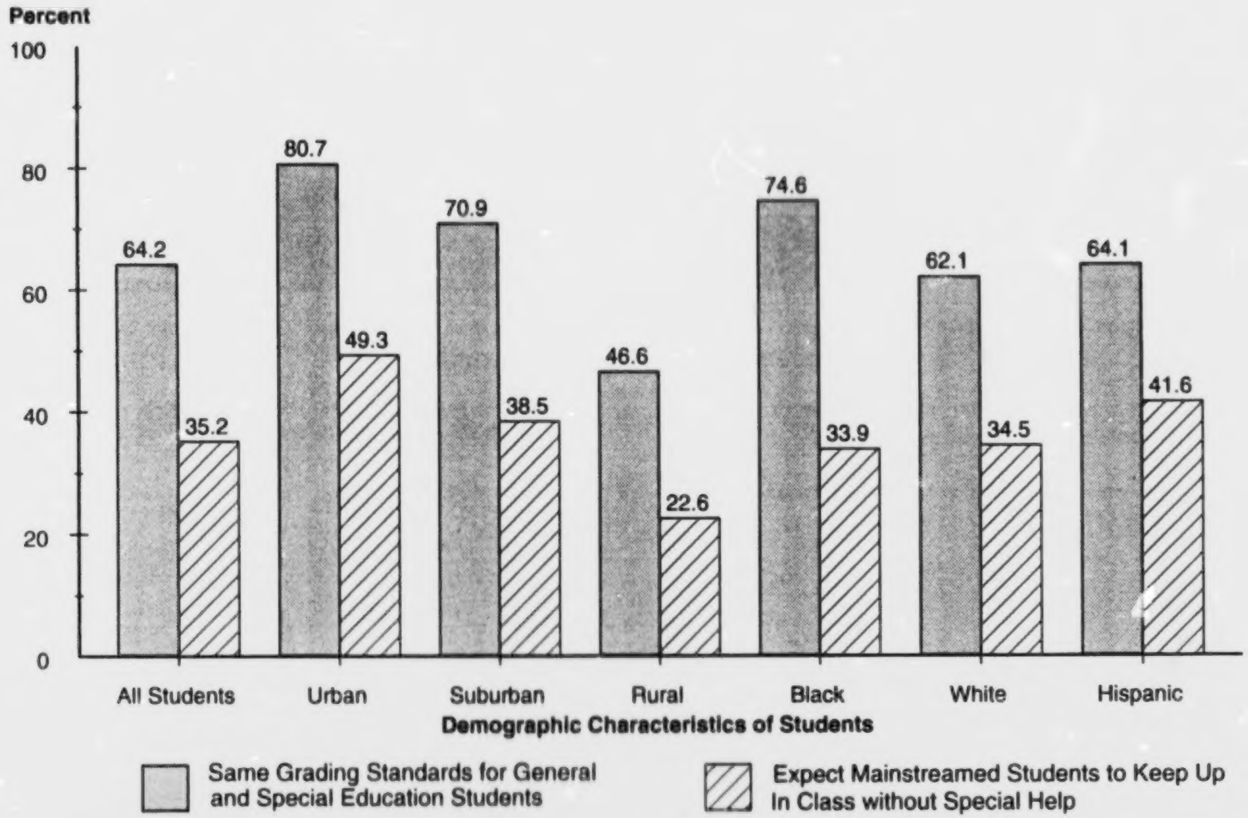
multiple disabilities and 28 percent of students with mental retardation attended schools that expected mainstreamed students to keep up without additional support.

If provided with support in managing classroom responsibilities, it was hypothesized that a teacher's ability to adapt instructional approaches conducive to the learning patterns of students with disabilities would improve. The NLTS collected data on the extent to which regular schools

FIGURE 1.4

Percentage of Students with Disabilities in Schools with Selected Mainstreaming Policies/Practices



Source: K. A. Valdes, C. L. Williamson, and M. M. Wagner (1990). *The national longitudinal transition study of special education students: Statistical almanac, Volume 1.* Menlo Park, CA: SRI International.

provided support to teachers with mainstreamed students. Table 1.7 shows that almost 97 percent of secondary students with disabilities attended schools where regular education teachers with mainstreamed students routinely received regular consultation from special education staff. Other types of support to teachers were not provided as frequently. Only 52.6 percent of students with disabilities attended schools where teachers routinely received special materials to use with mainstreamed students. Somewhat fewer mainstreamed students (43.6 percent) attended schools that provided teachers with in-service training in teaching students with disabilities. Only 28 percent of students with disabilities attended schools that provided teacher aides to assist teachers with mainstreamed students. Even fewer students with disabilities, 10.6 percent, attended schools where reduced class sizes were available. Significant differences in the amount of support provided to teachers of students with disabilities occurred primarily with regard to the availability of classroom aides and special materials. Students with deafness were most likely to attend schools that provided classroom aides to teachers with mainstreamed students (72 percent). Special materials for teachers to use with mainstreamed students were more often provided at schools attended by students with orthopedic impairments (75.9 percent) and students with deafness (70.2 percent).

Course-Taking Patterns by Students With Disabilities in Regular Education Classrooms

Students exiting secondary school typically have two major options--pursuing higher education or seeking employment. The nature of the preparation students receive in high schools directly affects the success these students will have pursuing either of these alternatives. High school preparation generally includes some mix of academic and vocational coursework.

Approximately 95 percent of secondary students with disabilities took at least one academic course in their most recent year (see table 1.8) (Wagner et al., 1991). Academic courses include language arts, science, mathematics, social studies, and foreign language. Though academic courses were part of the high school programs of most students with disabilities, they took fewer academic courses than their peers without disabilities, as reported by the 1987 High School Transcript Study (HSTS) of more than 6,000 students with disabilities and 26,000 students without disabilities. The NLTS data indicate that the percentage of students taking at least one academic course varied by disability from 89 to 98 percent, except for students with multiple disabilities (62 percent). Furthermore, there were no significant differences in academic course-taking patterns at different grade levels, except for students who were not assigned to a grade level. Table 1.8 shows that at least 95 percent of students at different grades took academic courses while only 67.3 percent of ungraded students were enrolled in academic courses ($p<.001$).

Table 1.8 also reveals that the amount of time spent in academic courses decreased as the grade level advanced (Wagner et al., 1991). The average number of hours per week spent in academic courses significantly decreased from 18.4 hours for students in grades 7 or 8 to 12.3 hours for students in grades 11 or 12 ($p<.001$). Students not assigned a grade level averaged the least amount of time in academic courses (9.6 hours). The NLTS revealed that the number of hours spent in academic courses was related to the general goals of the school relative to students with disabilities. Students who attended schools that stressed academic goals spent significantly

TABLE 1.8

Academic Course Taking by Students with Disabilities in Their Most Recent School Year by Grade Level

Students' Grade Level	Percentage in One or More Academic Courses	Mean Hours per Week in Academic Courses	Sample Number
7 or 8	95.0 (2.2)	18.4 (0.7)	492
9 or 10	98.0 (0.8)	15.6 (0.3)	1,535
11 or 12	95.4 (1.0)	12.3 (0.3)	1,848
Unassigned	67.3 (5.3)	9.6 (1.0)	328

Note: Students' school records are from their most recent year in secondary school. Standard errors are in parentheses.

Source: M. Wagner, L. Newman, R. D'Amico, E.D. Jay, P. Butler-Nalin, C. Marder and R. Cox. (1991). *Youth with disabilities: How are they doing?* Menlo Park, CA: SRI International.

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more time in academic courses (15 hours) than did students who attended schools that stressed independent living skills (13.6 hours) ($p<.01$).

The decrease in hours spent in academic courses from the lower to the upper grade levels coincides with an increase in vocational education course enrollment (Wagner et al., 1991). Though 65 percent of all students with disabilities in regular secondary schools took at least one vocational education course during their most recent year of secondary school, vocational education participation ranged from 38.8 percent for seventh and eighth graders to 81.8 percent for eleventh and twelfth graders. The percentage of students taking vocational education courses varied considerably by disability from a low of 49 percent for students with deaf-blindness to more than 70 percent for students with deafness. The average number of hours students spent in vocational education classes increased as grade levels advanced, from 5.1 hours for seventh and eighth graders to 10.2 hours for eleventh and twelfth graders. Vocational education course enrollment rates also varied by disability condition from 3 hours for students with speech or language, health, or visual impairments to 5 hours for students with mental retardation or deafness.

Vocational education courses encompass a wide range of content areas including home economics, pre-vocational or job training skills, and training for specific components of the labor market (Wagner et al., 1991). Approximately 80 percent of the students with disabilities, enrolled in vocational education, were taking occupationally-oriented courses. The most common occupational areas studied by students with disabilities were construction trades (26.6 percent), office occupations (25.7 percent), pre-vocational skills (17.3 percent), and machine shop (15.2 percent).

Vocational education participation varied considerably by gender and ethnicity (Wagner et al., 1991). Though approximately the same percentage of males and females enrolled in vocational education, males were more likely to have taken occupationally-oriented courses. Of those students enrolled in occupational areas, males were more likely to receive training in construction trades (34.9 percent) and machine shop (20.2 percent), whereas females were more commonly enrolled in coursework regarding office occupations (42.5 percent) and personnel services (12.8 percent). Enrollment in vocational education by ethnic background ranged from 57.0 percent for Hispanic students to 65.5 percent for white students. However, enrollment in occupationally specific areas ranged from 73.8 percent for black students to 83.2 percent for white students.

STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM

In accordance with Section 618 of IDEA, each year since 1984-85 OSEP has collected data from States on the number of students with disabilities age 14 and older exiting the educational system. These data are collected by disability, age, and basis of exit: graduated with a diploma, graduated with a certificate, reached the maximum age for services, dropped out, and exited with status unknown. In school year 1990-91, States and Outlying Areas reported that a total of 223,229 students with disabilities exited the educational system.

Exiting Patterns for 1990-91

In this section, the bases by which students with disabilities leave school are described. The percentage of students exiting through each basis varies considerably depending, in part, on the students' disabilities. Therefore, exit patterns for all students with disabilities and for specific disability groups are presented. (See table 1.9.)

TABLE 1.9

Basis of Exit for Students with Different Disabilities, Number and Percentage: School Year 1990-91

Disability	Diploma		Certificate		Maximum Age		Drop Out		Status Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	63,590	51.7	13,291	10.8	845	0.7	27,276	22.2	18,059	14.7	123,061	100%
Speech or language impairments	5,258	41.3	1,163	9.1	289	2.3	2,174	17.1	3,857	30.3	12,741	100
Mental retardation	15,883	38.7	10,076	24.6	2,127	5.2	8,876	21.6	4,052	9.9	41,014	100
Serious emotional disturbance	9,598	30.8	2,450	7.9	401	1.3	11,613	37.2	7,144	22.9	31,206	100
Hearing impairments	1,841	56.8	530	16.4	48	1.5	395	12.2	428	13.2	3,242	100
Multiple disabilities	1,506	38.7	1,018	26.2	461	11.9	489	12.6	415	10.7	3,889	100
Orthopedic impairments	1,510	55.3	354	13.0	74	2.7	275	10.1	516	18.9	2,729	100
Visual impairments	862	60.3	208	14.6	32	2.2	173	12.1	155	10.8	1,430	100
Other health impairments	1,836	48.6	618	16.4	81	2.2	658	17.4	582	15.4	3,775	100
Deaf-blindness	75	52.8	25	17.6	10	7.0	20	14.1	12	8.5	142	100
All disabilities	101,959	45.7	29,733	13.3	4,368	2.0	51,949	23.3	35,220	15.8	223,229	100

Note: Percentages may not sum to 100 percent due to rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Graduated with Diploma or Certificate

As shown in figure 1.5, the OSEP State-reported data indicate that 45.7 percent of students with disabilities exiting the educational system did so through receipt of a diploma identical to that for which nondisabled students are eligible. An additional 13.3 percent graduated with a certificate of completion, certificate of attendance, modified diploma, or through completion of an IEP.

The students with disabilities who were most likely to graduate with a diploma were students with sensory impairments such as visual impairments (60.3 percent), hearing impairments (56.8 percent), and deaf-blindness (52.8 percent). (Percentage of students with deaf-blindness should be interpreted with caution given the small number of students with that disability: n=142 total exiters.) In addition, more than half of the exiting students with orthopedic impairments (55.3 percent) and with learning disabilities (51.7 percent) graduated with a diploma.

Students with serious emotional disturbance were least likely to receive a diploma (30.8 percent). For most disability groups, graduation with a diploma was the most common basis of exit. However, for students with serious emotional disturbance, the graduation percentage was low compared to the other bases of exit.

The percentage of exiting students that received certificates of completion or modified diplomas also varied by disability. Students with multiple disabilities (26.2 percent) and mental retardation (24.6 percent) were most likely to exit through this route.

Reached the Maximum Age

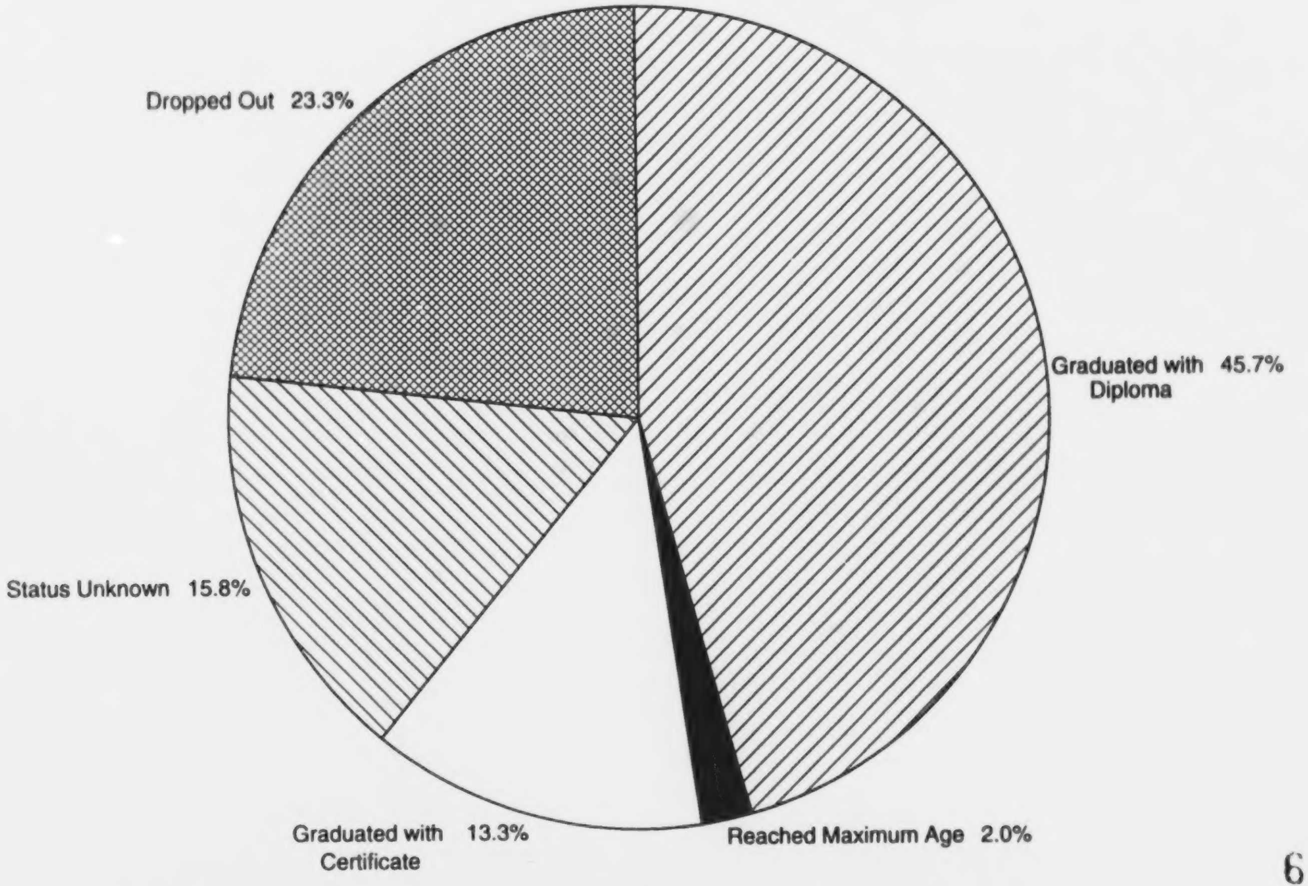
States reported that slightly under 2 percent of students with disabilities exiting the educational system reached the maximum age for services. The OSEP State-reported data indicate that students with multiple disabilities were most likely to exit by reaching the maximum age for service.

Dropped Out

There has been a growing concern regarding the rate at which students, in general, and students with disabilities, in particular, drop out of school. As a percent of all exiters, the OSEP State-reported data suggest that 23 percent of exiters with disabilities dropped out of school in 1990-91. States reported students with orthopedic impairments (10.1 percent), visual impairments (12.1 percent), and hearing impairments (12.2 percent) as least likely to drop out. Those most likely to drop out included students with serious emotional disturbance (37.2 percent), specific learning disabilities (22.2 percent), and mental retardation (21.6 percent).

FIGURE 1.5

Basis of Exit for Students with Disabilities Age 14 and Older: School Year 1990-91



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Status Unknown

Almost 16 percent of students with disabilities exiting the educational system left with their status unknown. This figure varies a great deal from State to State, with a few States accounting for the vast majority of status unknown exiters. Studies of State special education exit data suggest that students who returned to regular education may erroneously be included in the count of status unknown exiters, inflating this figure. This hypothesis is supported by the distribution of status unknown exiters across disabilities. Students with speech or language impairments, who are frequently declassified and returned to regular education, are most likely to exit with their status unknown (30.3 percent).

Changes to the OSEP Exiting Data Collection

OSEP constituted a task force to discuss issues of data quality and comparability, and to make recommendations for improving the OSEP exiting data. In January 1991, the task force released a set of recommendations for revising the OSEP exiting data. The task force reconvened to consider its initial recommendations in light of the input from constituents, and issued a revised, final set of recommendations in July, 1991. (See the Fourteenth Annual Report to Congress, page 38, for a list of the revised task force recommendations). One of the greatest differences between the previously collected and revised OSEP exiting data is that the revised data reflect students who exited special education while the previously collected data count students exiting the entire educational system. This and other changes are evident in the exit categories and definitions in the data collection format that evolved from the task force recommendations. Figure 1.6 presents the revised exit categories and definitions.

In the winter of 1991-92, OSEP pilot tested a revised exiting data collection form and instructions based on the task force recommendations. The pilot test had several purposes: (1) to assess the availability of data at the State level necessary to implement the recommendations of the task force, (2) to assess the adequacy of the form and instructions, (3) to generate estimates of dropout and completion rates, and (4) to replicate analyses conducted in the NCES dropout field test in order to compare OSEP and NCES dropout rates. (For more complete information on the pilot test, see *Pilot Test Results: Revised OSEP Data on Students Exiting Special Education* (Westat, 1992).)

The pilot was originally planned to include nine States selected on a voluntary basis; two States eventually had to drop out due to computer costs associated with completing the pilot, or time commitments of key staff. The data managers in the participating States were sent draft forms and instructions, and were asked to complete the forms using their most recent exiting data. States in the pilot test did not revise their data collection procedures in order to adapt to the new form. Rather, they crosswalked their existing data to meet Federal reporting needs.

Following submission of the pilot test data, Westat conducted a follow-up telephone interview with each of the participating State data managers to identify any problems in implementing the revised data collection procedures. States participating in the pilot test indicated

FIGURE 1.6

Revised OSEP Exit Categories and Definitions

(A) Returned to Regular Education

Total who were served in special education during the previous reporting year but at some point during that 12-month period, returned to regular education as a result of having met the objectives of their IEPs. These are students who no longer have an IEP and are receiving all of their educational services from a general education program.

(B) Graduated with Diploma

Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.

(C) Graduated with Certificate

Total who exited an educational program through receipt of a certificate of completion, modified diploma, fulfillment of an IEP, or some similar mechanism.

(D) Reached Maximum Age

Total who exited special education as a consequence of reaching the maximum age for receipt of special education services--students with disabilities who reached the maximum age and did not receive a diploma/certificate of completion.

(E) Died

Total who died. Breakouts by age are optional for students who died.

(F) Moved, Known to be Continuing

Total who moved out of the catchment area and are known to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This row includes transfers, and students in residential drug/alcohol rehabilitation centers or correctional facilities.

(G) Moved, Not Known to be Continuing

Total who moved out of the catchment area and are not known to be continuing in another educational program.

(H) Dropped Out

Total who were enrolled at some point during the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This row includes dropouts, runaways, GED recipients,[a] expulsions, status unknown, and other exiters.

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[a] In States where students may receive a GED without dropping out of school, students who were jointly enrolled in secondary education and a GED program may be reported as graduating with a certificate of completion (Row C). In all other cases, GED recipients should be reported in Row H.

that, in general, the forms were relatively easy to use, but also pointed out areas in need of improvement. In several cases, pilot States were not able to use all of the categories specified on the new form; in all, States were able to report data in 48 of the 56 total data cells.

In analyzing the data from the pilot test, Westat conducted all of the analyses on student exit status typically completed for the annual report to Congress. These analyses were completed to set the stage for the future annual reports (when data based on the revised format will be reported), and to acquaint data users with the new exit categories and the data patterns. However, because the pilot test States are not a representative sample, the data from the pilot test may not reflect national trends.

The data analyses recommended by the task force and used in the pilot test were somewhat different from the traditional OSEP exiting analyses. For example, dropout and completion rates were computed using as the denominator the child count of students 14 and older served under IDEA, Part B. This produced single-year event rates which are much smaller than the cohort rates previously computed by OSEP in that they estimate the percentage of students in the pilot test exiting through each basis of exit in one year, rather than over an entire high school career.

Table 1.10 shows data from the pilot test on the percentage of students with disabilities leaving special education through each basis of exit in the seven States participating in the pilot test. The data indicate that over the course of a year, 6 percent of students with disabilities age 14 and older returned to regular education. In addition, 7 percent graduated with a diploma; 2 percent received a certificate of completion; 0.3 percent reached the maximum age for services; 0.2 percent died; 4 percent moved and were known to be continuing in another district; 3.5 percent moved but were not known to be continuing; and 6 percent dropped out. As expected, the bases of exit varied a great deal by disability group.

One of the primary reasons for revising the OSEP exiting data collection was to make the data more comparable with dropout and completion data for general education, especially the new NCES data collection and reporting process to measure the number and rate of dropouts. Despite OSEP efforts to replicate NCES, there remain some differences between the NCES and OSEP dropout definitions. First, students who reach the maximum age for services are considered dropouts under the NCES definition. The OSEP task force felt it was important to distinguish between dropouts and age-outs. Also, NCES does not have a category for students who moved, but were not known to be continuing in school. Those students are considered dropouts by NCES while they are not included in the OSEP dropout count. Finally, NCES collects data by grade, not by age.

In order to make comparisons between the data from the NCES field test and the OSEP pilot test, the students who reached the maximum age for services and students who moved but were not known to be continuing, were added to the OSEP dropout counts. Since some of the students who moved and were not known to be continuing in school may be dropouts, this figure may be considered an upper limit on the dropout count. This figure is termed the modified OSEP dropout count. The OSEP single-year event rate from the pilot test data increases from 6 percent

TABLE 1.10

OSEP Pilot Test Results: Basis of Exit for Students with Disabilities, School Year 1990-91

	Basis of Exit								
Disability	Returned to Regular Education	Diploma	Certificate	Maximum Age	Died	Moved, Known to be Continuing	Moved, Not Known to be Continuing	Dropped Out	Total
Specific learning disabilities	6.0	7.2	1.1	0.1	0.1	3.9	3.1	4.8	26.3
Speech or language impairments	23.8	5.1	1.0	0.0	0.1	3.6	2.3	5.1	41.2
Mental retardation	1.4	6.4	3.7	1.5	0.1	2.3	2.6	5.3	23.2
Serious emotional disturbance	9.8	4.7	1.0	0.2	0.3	7.0	5.9	14.3	43.1
Hearing impairments	3.7	11.4	2.6	0.2	0.1	3.0	3.0	3.5	27.5
Multiple disabilities	8.2	10.5	2.2	3.8	0.9	8.8	4.9	14.1	53.4
Orthopedic impairments	5.9	8.3	4.4	0.8	0.0	3.9	2.3	2.8	28.4
Visual impairments	3.4	11.2	1.7	0.2	0.0	2.1	3.1	3.6	25.4
Other health impairments	23.8	27.1	1.3	0.9	1.8	5.8	8.9	11.9	80.1
Deaf-blindness	8.7	8.7	4.4	0.0	0.0	9.5	0.0	6.3	37.5
All disabilities	6.3	7.0	1.6	0.3	0.2	4.1	3.5	6.3	29.2

Source: Pilot test results based on revised OSEP data on students exiting special education.

Data for this table were submitted by seven States that voluntarily participated in the pilot test of the new data format. The pilot included data on 54,684 students from the seven sampled States. Caution should be used in generalizing these data since neither States nor students were selected to be representative of all the students in the nation exiting special education in the 1990-91 school year.

to 10 percent with this alteration. OSEP also computed a modified synthetic cohort rate using the sum of students who dropped out; reached the maximum age; and moved, but were not known to be continuing.[6] This rate indicates that over the course of their high school careers, 38 percent of students with disabilities age 14 and older dropped out; reached the maximum age; or had moved, not known to be continuing. The OSEP cohort rate for dropouts alone was 30 percent.

A comparison of the modified single-year event and synthetic cohort dropout rates from the OSEP pilot test and the data from the NCES field test suggest that students with disabilities drop out at a greater rate than all students. Although 29 percent of all students in the NCES pilot test will drop out over the course of their high school careers, the percentage of students with disabilities who will drop out, based on the same definition of a dropout, will be 38 percent.

The pilot test provided OSEP with estimates from the State-reported data on eight bases of exit, including four new exit categories, a revised dropout count, and three categories that remained unchanged. The exit rates were computed using the child count for students age 14 and older as the denominator, rather than total exiters, as in the past. The estimates derived from the pilot test appear reasonable given previous exit patterns by disability and age. The synthetic cohort dropout rate of 30 percent derived from the pilot test is comparable with the cohort rate from the National Longitudinal Transition Study; that estimate was 32 percent (Wagner et al., 1991). The other OSEP estimate (formal withdrawals as a percentage of all exiters) was 24 percent. The differences in these two estimates lie primarily in the dropout definition used, with the revised definition including far more students than the traditional OSEP definition.

One of the primary reasons for revising the OSEP data collection was to make the data more comparable with dropout data from NCES. While some differences continue to exist between the two dropout measures, OSEP was able to replicate the analyses conducted by NCES and compare data for populations with and without disabilities. As NCES dropout data are added to the Common Core of Data and the new OSEP dropout definition is fully implemented, these comparisons will continue, and progress in reducing dropout rates will be tracked more effectively.

OSEP will be implementing the revised exiting form and instructions on a voluntary basis in 1992-93, and on a full-scale basis in 1993-94. Over the next several years, OSEP will monitor State efforts to implement the new exit categories and definitions, and will provide additional technical assistance to States, as needed.

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[6] NCES, in their dropout analyses, adopted a method of combining single year event dropout rates to obtain synthetic cohort dropout rates to estimate the percentage of students that drop out over the course of their entire high school career. OSEP had adapted this procedure for use with its exit data. For a complete discussion, see *Pilot Test Results: Revised OSEP Data on Students Exiting Special Education.*

PERSONNEL EMPLOYED AND NEEDED

To ensure that all students with disabilities have access to a free appropriate public education, the nation requires an adequate supply of qualified teachers, and other professional and nonprofessional staff. This section analyzes and summarizes the data on teachers and other staff employed to provide educational and related services to students with disabilities. It also outlines the need for additional staff. In the final portion of this section, OSEP activities related to revising the State-reported data on personnel employed and needed are described. Federal efforts to meet needs for additional personnel include personnel preparation grants awarded to institutes of higher education. Information on these grants and the number of students being trained in programs receiving the grants is presented in Appendix B.

Each year, States report to OSEP the number of teachers and other staff employed on December 1 to provide services to students with disabilities age 3-21. States also report the number of teachers and other staff needed, either due to vacancies or to replace staff that are not fully certified or adequately trained. Data on teachers employed and needed to serve students age 6-21 are reported in full-time equivalents (FTE) according to the disability of the students served, except for teachers of cross-categorical programs in which teachers are reported as a full-time equivalent of all students served. For students age 3-5, data on teachers employed and needed are not collected by the disability of the students served, but as totals for all 3-5 year old children with disabilities. Staff, other than teachers employed and needed, are reported by type of position.

Personnel Employed

In 1990-91, States employed a total of 297,490 FTE special education teachers to provide special education to the 4,362,445 children with disabilities age 6-21 served under Chapter 1 (SOP) and Part B. These are in addition to regular education teachers who also serve most of these students. An additional 295,822 FTE staff, other than special education teachers, were employed to provide instruction and related services to students age 3-21.

In 1990-91, teachers of students with specific learning disabilities composed the largest number of all teachers employed (95,578), followed by teachers serving students with various disabilities (i.e., cross-categorical teachers, 66,311). (See table 1.11.) This is not surprising, considering that students with specific learning disabilities comprised 50 percent of all students age 6-21 served under Chapter 1 (SOP) and Part B.

From 1989-90 to 1990-91, the number of special education teachers employed to serve students with disabilities age 6-21 increased by 2.4 percent (7,051). However, over that same time period, the number of students 6-21 served under Part B and Chapter 1 (SOP) increased by 2.6 percent (109,427), meaning the number of teachers per pupil declined very slightly. While the growth in the student population has been fairly consistent over the last several years, the 2.4 percent growth in teachers employed from 1989-90 to 1990-91 is somewhat higher than the annual increase in the number employed from 1988-89 to 1989-90 (1.4 percent).

TABLE 1.11

Special Education Teachers Employed and Students Age 6-21
Served Under IDEA, Part B and Chapter 1 of ESEA (SOP),
for School Year 1990-91

Disability	Teachers	Students
Specific learning disabilities	95,578	2,144,279
Speech or language impairments	39,781	988,157
Mental retardation	43,136	551,459
Serious emotional disturbance	29,226	390,807
Hearing impairments	6,568	59,211
Multiple disabilities	7,638	97,633
Orthopedic impairments	3,270	49,340
Other health impairments	2,919	56,353
Visual impairments	2,833	23,682
Deaf-blindness	230	1,524
Cross-categorical*	66,311	*
Total	297,490	4,362,445

*Teachers in cross-categorical programs teach classes with students having varying disabilities. No data are available on the number of students served in cross-categorical programs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

For students 3 through 5 years of age, data on teachers employed are not collected by disability. The 1990-91 State-reported data indicate that 15,192 FTE special education teachers were employed to serve this population, a 7.1 percent increase from 1989-90.

States reported that 295,822 staff other than special education teachers were employed to serve students with disabilities age 3-21. This is a 8.4 percent increase from the previous year; in each of the past three years, the number of staff other than teachers employed to serve students with disabilities has increased by at least 6 percent. This rate of growth exceeds the rate of growth in the number of children served. Teacher aides comprised the majority of staff, other than teachers, employed in 1990-91 (54.8 percent). Other staff employed in especially large numbers included non-professional staff (29,408), other non-instructional staff (23,156), and psychologists (19,501).

Personnel Needed

State-reported data on personnel needs reflect the number of personnel needed to fill funded vacancies, and the number of personnel needed to replace staff who are not appropriately and adequately trained for the position held. Table 1.12 shows the number of teachers needed to serve students in the various disability groups and for all disabilities combined. The data indicate a shortage of 26,934 FTE special education teachers nationwide; however, about one out of four of the teachers reported in this shortage are reported by the State of New York. Especially needed are teachers to serve students with specific learning disabilities (8,168), students in cross-categorical programs (5,062), and students with serious emotional disturbance (4,488). In recent years, teachers of students in cross-categorical programs have typically been in greatest need, with teachers of students with specific learning disabilities and teachers of students with serious emotional disturbance close behind.

A total of 2,577 FTE teachers for students age 3-5 was reported needed in order to fill budgeted vacancies and replace uncertified or insufficiently trained teachers. This represents an 8.3 percent decrease from 1989-90.

In terms of personnel other than teachers, States reported needing 14,906 FTE staff to serve students with disabilities age 3-21 (see table 1.13). Paraprofessionals were by far the personnel with the greatest need, representing over 40 percent of all staff needed. Other sizeable staff needs included psychologists, non-instructional staff (such as nurses, psychiatrists, etc.), physical therapists, and occupational therapists. These trends have been consistent over the past four years.

OSEP Activities on Personnel Data

Changes to State data reporting requirements related to the number of special education and related services personnel were enacted with the IDEA Amendments of 1990. The statute requires States to report current and projected special education and related services needs, and

TABLE 1.12

Special Education Teachers Needed to Serve Students with Disabilities Age 6-21: Number and Percentage Change, School Years 1989-90 and 1990-91

Disability	Number of Teachers Needed 1989-90	Number of Teachers Needed 1990-91	Percent Change	Percentage of All Teachers Needed
Specific learning disabilities	6,487	8,168	25.9	30.3
Speech or language impairments	3,148	3,513	11.6	13.0
Mental retardation	2,958	2,954	-.1	11.0
Serious emotional disturbance	3,960	4,488	13.3	16.7
Hearing impairments	624	639	2.4	2.4
Multiple disabilities	720	991	37.6	3.7
Orthopedic impairments	269	318	18.2	1.2
Other health impairments	376	414	10.1	1.5
Visual impairments	297	331	11.4	1.2
Deaf-blindness	31	56	80.6	0.2
Cross-categorical	7,439	5,062	-32.0	18.8
Total	26,310	26,934	2.4	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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data on the number of personnel who are employed on an emergency, provisional, or other basis, who do not hold appropriate State certification or licensure.

As noted in last year's annual report to Congress, OSEP has been engaged in a number of activities related to the new data requirements. Westat, under contract to OSEP, completed a personnel mapping project comparing State and Federal definitions of special education and

TABLE 1.13

Special Education Personnel Other Than Special Education Teachers Employed and Needed to Serve Students with Disabilities Age 3-21: School Year 1990-91

Type of Personnel	Personnel Employed	Personnel Needed
School social workers	9,060	734
Occupational therapists	4,677	815
Recreational therapists	417	89
Physical therapists	3,234	848
Teacher aides	162,043	6,413
Physical education teachers	5,973	365
Supervisor/administrators	16,219	672
Other non-instructional staff	23,156	1,000
Psychologists	19,501	1,297
Diagnostic staff	7,224	675
Audiologists	837	141
Work study coordinators	1,509	320
Vocational education teachers	4,156	453
Counselors	7,254	553
Supervisors/administrators (SEA)	1,154	76
Non-professional staff	29,408	458
Total	295,822	14,906

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

related services personnel to identify similarities and differences (Beller-Simms & O'Reilly, 1992). Major findings of that project revealed that State and Federal definitions for special education personnel are very similar for teachers, but there is much variability in definitions across participating States for related services personnel. Another Westat activity included a review of extant higher education data bases to determine their feasibility for meeting data requirements related to personnel supply. That review found that the utility of existing data bases for meeting the new data reporting requirements was very limited.

A task force that convened to address personnel data collection and reporting issues assisted in the development of a data collection format for personnel demand information that is currently under review. The task force also recommended an in-depth examination of the data collection format within a few States, and a survey of State personnel data systems to identify their capabilities to meet the revised data requirements. The in-depth examination will be undertaken once the data collection format is finalized. Information on State practices, compiled by the National Association of State Directors of Special Education in the spring and summer of 1992, is currently being examined. Preliminary results indicate that slightly over half the States (26) do not have a methodology in place for projecting personnel demand, one of the new data requirements resulting from the 1990 Amendments to IDEA. Of the States that do have a methodology in place, many are informal; the methods vary substantially across States. On an encouraging note, the results indicate that most of the responding States already collect the data elements needed to project personnel demand, using a simple projection methodology.

SUMMARY AND IMPLICATIONS

The 1991-92 count of children age 6-21 identified with disabilities represents the largest year to year percentage increase that has occurred in the history of the IDEA child count. Most of the increase occurred in the number of children identified with specific learning disabilities. Increases in other disability categories also occurred but the increases were relatively small. These general trends are similar to those of the past several years. It bears noting that the 1991-92 school year represented the first time a national count of children with autism and traumatic brain injury was collected. It is probable that the number of children reported as having these disabilities will increase as States begin counting children in these categories; these students were previously included in other disability categories.

The three State studies of reclassification patterns of students with disabilities suggest that many children with disabilities are reclassified. In particular, the studies suggest that many students initially identified as having mental retardation, serious emotional disturbance, or speech or language impairments are reclassified later as having specific learning disabilities. This phenomenon may explain, in part, the substantial increase in the number of children identified with specific learning disabilities. The reasons and circumstances under which students with disabilities are reclassified need to be explored in depth to ascertain the relationship of these reclassifications to changes in service delivery.

The educational placement data indicate that for all disabilities combined, children age 3-21 were slightly more apt to be served in more integrated settings in 1990-91 than in 1989-90. Placement patterns by age group indicate that, in general, younger students were more likely to have received their educational services in integrated settings. Placement patterns varied by disability. Students with disabilities served in more integrated placements, however, may not receive the same educational challenges as their nondisabled peers. An NLTS examination of schools' policies and practices regarding mainstreaming indicate that about one-third of students with disabilities attended schools that do not use the same grading standards for mainstreamed students as regular education students. Most students with disabilities attended schools that did not expect mainstreamed students to maintain satisfactory academic achievement without additional educational assistance. These policies differed substantially among students living in urban, suburban, and rural communities. It was also found that almost all regular education teachers with mainstreamed students received consultation from special educators, but many fewer were provided relevant inservice training, classroom aides, or reduced class size. This study indicated that additional resources, as well as changes in policy and practice, may be necessary to assure that the needs and potential of students with disabilities are met in regular classrooms.

The 1990-91 school exiting data indicate that about 60 percent of all students with disabilities graduated with either a diploma or certificate, while 23 percent dropped out of school. School exiting patterns varied substantially by disability. OSEP recently revised the exiting data collection in order to improve the accuracy and quality of the data and make the data more comparable to general education data. OSEP is also funding dropout prevention projects in several sites around the country to promote new approaches to keeping students with disabilities in school.

The personnel employed data show that most teachers were employed to serve children and youth with specific learning disabilities, speech or language impairments, serious emotional disturbance, and mental retardation; a large number of teachers were also employed in cross-categorical programs. Despite nationwide efforts to train more special education teachers, almost 27,000 additional teachers were needed to serve students with disabilities. The greatest needs were for teachers of students with specific learning disabilities, serious emotional disturbance, and students in cross-categorical programs. OSEP is currently funding three projects on personnel retention to develop strategies for retaining special education teachers. OSEP also is currently developing a revised data collection format for the personnel data based on changes mandated by the 1990 Amendments to IDEA that will permit projection of State personnel needs; this will assist States in informing institutions of higher education on their personnel training needs.

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CHAPTER 2

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs. Programs earmarked exclusively for early childhood include the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). Support for early childhood services is also provided through discretionary grant programs which support projects for young children along with all other age groups. These programs provide grants for activities such as training personnel and conducting research.

The Program for Infants and Toddlers was created by P.L. 99-457, the Education of the Handicapped Act Amendments of 1986. Part H authorizes assistance to States to address the needs of infants and toddlers with disabilities and their families. The grants to States support coordination across agencies and disciplines to ensure that comprehensive early intervention services are available on a statewide basis. These services are designed for children below the age of 3 who meet the State's eligibility criteria for Part H including infants and toddlers who are "at risk" if a State chooses to serve these children and their families.

The Preschool Grants Program, Section 619 of IDEA, requires States to provide a free appropriate public education (FAPE) to all eligible 3- through 5-year-olds with disabilities. Federal requirements governing the Preschool Grants Program are the same as those for the Part B program. States are working to implement programs that reflect the unique needs of this age group and to coordinate effective transitions for children and their families as they enter and exit preschool programs.

According to the original legislation, FY 1991 was the first year of full implementation after the phase-in period for both programs. The phase-in period provided States with several years in which to build the service delivery system envisioned in the legislation. As will be discussed in this chapter, the Preschool Grants Program moved ahead according to the original schedule but modifications were needed for the Part H program. P.L. 102-119, which was signed by the President in October 1991, authorized Part H for three additional years and made several changes in both programs. Federal Fiscal Year 1992 was the sixth year of funding for both programs.[1]

This chapter describes some of the important developments of FY 1992 related to the Part H program, the Preschool Grants Program, and other activities supported by IDEA to improve the delivery of services to young children with disabilities. The chapter presents the progress and emerging issues related to implementing statewide systems for the provision of services for children with disabilities from birth through 2 years of age and age 3 through 5 years. It also includes a discussion of activities supported through the Early Education Program for Children with Disabilities and through other discretionary programs.

IMPLEMENTATION OF THE PART H PROGRAM

The original phase-in schedule for the Program for Infants and Toddlers with Disabilities, as established by P.L. 99-457, required that States provide early intervention services through a comprehensive, coordinated, multidisciplinary, interagency statewide system by the beginning of their fifth year of participation. For fourth-year participation, States would be required to provide assurances that policies addressing the required components of an early intervention system were in place and that multidisciplinary evaluations and assessments, individualized family service plans, and case management services were available to all eligible infants, toddlers, and their families.

Differential Funding and Extended Participation

As the deadline for applying for fourth-year funds (i.e., Fiscal Year 1990) approached, it became clear that a number of States were not ready to meet the fourth-year requirements. The only option open to these States was to drop out of the program. Rather than lose States from the program, Congress amended the Part H requirements. These amendments became law on June 6, 1991, and are applicable for Fiscal Years 1990, 1991, and 1992 only.

To encourage States to move forward with the development of an early intervention system, Congress adopted a system of differential funding. Those States that were able to move ahead on the original implementation schedule set for Part H in P.L. 99-457 received larger grants than States that had not completed either fourth- or fifth-year requirements. States experiencing significant hardships in meeting the requirements of the fourth or fifth year of participation were eligible to receive up to two extended participation grants. An extended participation grant is equal to the State's grant award from the previous year. As an example, an extended participation grant for FY 1990 was an amount equal to the State's FY 1989 payment. Ten States and one Outlying Area requested extended participation for FY 1990. These entities provided assurances that they met the requirements for third-year participation in the Part H program and submitted a request from the Governor specifying the hardships experienced by the State in meeting the fourth- or fifth-year Part H requirements, including a plan for meeting these requirements.

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[1] Both programs are forward-funded. The FY 1992 appropriation is intended for use by States in FY 1993.

Table 2.1 shows the status of each of the States and Outlying Areas for FY 1991. Eighteen States/jurisdictions moved into full implementation and 26 requested their first year of extended participation which meant they were able to meet the fourth- but not the fifth-year requirements. The 10 States and the Outlying Area (Virgin Islands) that had requested extended participation for FY 1990 did so again for FY 1991. These 11 entities must move into full implementation for FY 1992 to participate in the program. The 26 States in their first year of extended participation for FY 1991 have the option of requesting a second year of extended participation.

The letters from the Governors, explaining the nature of the hardship their States were experiencing, consistently pointed to several areas. Governors from 21 of the 26 States requesting extended participation for the first time for FY 1991 indicated that their States were experiencing serious fiscal problems that prevented them from moving ahead with the Part H program. All of the States requesting a second year of extended participation implicated their States' fiscal situation. Other commonly cited reasons included the need to coordinate financial resources and to work out interagency responsibilities. Excerpts from the Governors' letters are shown in exhibit 2.1.

The FY 1991 appropriation for the Part H program was $117,106,000. This represented nearly a 50 percent increase in funding over the previous year. The FY 1991 allocations and reallotments that States received are shown in table 2.2. States that had completed all programmatic requirements for the fifth year of participation in the program received allocations based on their proportionate share of the total number of birth through 2-year-olds in the general population or one-half of 1 percent of the funds available to States, whichever was greater. States that had not completed these requirements and, therefore, had requested extended participation were awarded the same amount they had received or would have received without extended participation for FY 1990. No State, however, received less than $500,000. The funds remaining after all allocations had been made were reallotted to those States that had completed the requirements for either the fourth or fifth year of participation in the program, based on the statutory formula for reallotting funds. States that had not completed fourth-year requirements were not eligible for reallotted funds.

The effect of differential funding can be seen by comparing the FY 1990 awards States would have received based on the census count with the amount they actually received. For example, the State of Florida's allocation for FY 1991 (column 2 in table 2.3) was approximately $5.2 million based on the number of birth through 2-year-olds in the State. Because Florida requested its second year of extended participation, the State received an award equal to its FY 1990 allocation or $3.5 million (column 4). The $1.675 million difference (column 7) was distributed to the other States. The actual amount lost to Florida by not moving into full implementation was much greater, however, because the full implementation States ended up receiving about a third more than their FY 1991 allocation. Utah, for example, would have

TABLE 2.1

Part H Implementation Status: FY 1991 Awards

Provided Assurances for Meeting the Requirements of:		
Year 5 (Full Implementation)	Year 4 (First Year of Extended Participation)	Year 3 (Second Year Extended Participation)
Arkansas	Alabama	Alaska
Colorado	District of Columbia	Arizona
Hawaii	Georgia	California
Idaho	Illinois	Connecticut
Kansas	Indiana	Delaware
Maryland	Iowa	Florida
Massachusetts	Kentucky	Mississippi
North Carolina	Louisiana	New Hampshire
Ohio	Maine	Oregon
Oklahoma	Michigan	Vermont
Pennsylvania	Minnesota	Virgin Islands
Tennessee	Missouri	
Utah	Montana	
Wisconsin	Nebraska	
West Virginia	Nevada	
Wyoming	New Jersey	
American Samoa	New Mexico	
Guam	New York	
	North Dakota	
	Puerto Rico	
	Rhode Island	
	South Carolina	
	South Dakota	
	Texas	
	Virginia	
	Washington	
Total: 18	26	11

EXHIBIT 2.1

Excerpts from Governors' Letters Requesting Extended Participation

States requesting first year extended participation for FY 1991:

"...Despite the continual efforts of families, agency administrators, State, local and private providers, there remains a temporary inability of the State to: 1) adequately operationalize the coordination of existing Federal and State financial resources to meet fifth year requirements; 2) alleviate significant economic hardship...; 3) fully implement the early intervention system at the local level through the local coordinating council structure..."

Guy Hunt, Governor, Alabama

"...Although funding issues are paramount, our request is also premised on the need to fully develop a finance system that maximizes use of all Federal, State and local, public and private funds available for this population. Time is needed to strengthen the interagency infrastructure and to allow communities to continue to develop local capacity for the full availability of services..."

Zell Miller, Governor, Georgia

"...the total collaboration and effort required for transitioning from a single agency delivery model to a comprehensive system of services has resulted in unanticipated delays...The uncertainty about financial resources from Federal, State, and local sources has created a reluctance on the part ot all agencies to commit to new programs..."

Terry E. Branstad, Governor, Iowa

"...We know the discrepancy between existing funding and estimated needs is in part due to the lack of a fully coordinated system and the lack of existing funding source maximization. However, comprehensive services for all children will require a major commitment of funds that are not available at this time..."

Brereton C. Jones, Governor, Kentucky

"...additional time is needed for the identification and allocation of relevant tangible early intervention resources. Additional time is also needed for the development of interagency agreements..."

John Engler, Governor, Michigan

"...Despite the continual efforts of the Nevada State Legislature, parents, agency administrators, and State and local service providers, significant economic and demographic hardships have prevented the State from meeting all of the fifth year requirements..."

Bob Miller, Governor, Nevada

Exhibit 2.1 (continued)

"...New Jersey is currently facing fiscal hardship and a budget deficit..."
Jim Florio, Governor, New Jersey

"...North Dakota is currently experiencing revenue shortfalls..."
George A. Sinner, Governor, North Dakota

"...Under review of anticipated State and Federal revenues and the increased demand for State services, it is clear that our State lacks the financial resources to assure provision of the mandatory Part H services..."
Bruce Sudlum, Governor, Rhode Island

...the fiscal reality faced in South Dakota does not allow us to proceed this year with full entitlement. Additional time is needed to complete a number of critical activities..."
George S. Mickelson, Governor, South Dakota

"...Despite the continued efforts of the Virginia General Assembly, parents, State agency administrators and State and local service providers, limited fiscal resources and competing needs in Virginia do not allow for needed funding at the present time..."
Lawrence Douglas Wilder, Governor, Virginia

States requesting second year extended participation:

"...The primary difficulty relates to the sheer size, complexity, diversity, and degree of existing services in California...The other complicating variable relates to the deep and persistent economic hardship that has befallen many States including California.."
Pete Wilson, Governor, California

"...Connecticut is still experiencing severe fiscal problems with the State budget..."
Lowell P. Weicker, Jr. Governor, Connecticut

"...While significant progress is being made, more time is needed to finalize the overall system plan, including the necessary interagency agreements.."
Michael N. Castle, Governor, Delaware

"...Existing agency programs are struggling to maintain basic services and no new programs are being funded by the legislature.."
Kirk Fordice, Governor, Mississippi

"...Given Vermont's continuing austere economic climate, we cannot fully participate in Part H at this time..."
Howard Dean, M.D., Governor, Vermont

TABLE 2.2

Part H Allocations and Reallotments for FY 1991 Appropriation

(1) States[a]	(2) 1991 Non-Extended Participation Allocations[b]	(3) 1991 Actuals: 5th Year States, Consolidated Outlying Areas and Interior[c]	(4) 1991 Actuals: Extended Participation Entities[d]	(5) 1991 Reallotments: All Entities (5th and 4th Year)[e]	(6) Total 1991 Funds Received: All Entities[f]	(7) Difference: Total 1991 Funds Received Plus or Minus 1991 Non-Extended Participation Allocations[g]
Totals	$117,106,478	$31,051,592	$59,697,994	$26,356,892	$117,106,478	
Alabama	1,714,125	0	1,163,960	487,150	1,651,110	($63,015)
Alaska	572,521	0	500,000	0	500,000	(72,521)
Arizona	1,840,021	0	1,249,449	0	1,249,449	(590,572)
Arkansas	997,485	997,485	0	357,181	1,354,666	357,181
California	14,817,016	0	10,061,348	0	10,061,348	(4,755,668)
Colorado	1,510,754	1,510,754	0	540,972	2,051,726	540,972
Connecticut	1,346,121	0	914,070	0	914,070	(432,051)
Delaware	572,521	0	500,000	0	500,000	(72,521)
Florida	5,219,850	0	3,544,488	0	3,544,488	(1,675,362)
Georgia	2,992,456	0	2,031,998	850,448	2,882,446	(110,010)
Hawaii	572,521	572,521	0	205,007	777,528	205,007
Idaho	572,521	572,521	0	205,007	777,528	205,007
Illinois	5,074,585	0	3,445,848	1,442,184	4,888,032	(186,553)
Indiana	2,285,500	0	1,551,947	649,533	2,201,480	(84,020)
Iowa	1,065,276	0	723,365	302,749	1,026,114	(39,162)
Kansas	1,094,329	1,094,329	0	391,857	1,486,186	391,857
Kentucky	1,442,964	0	979,831	410,087	1,389,918	(53,046)
Louisiana	2,062,761	0	1,400,698	586,232	1,986,930	(75,831)

Table 2.2 (continued)

(1) States[a]	(2) 1991 Non-Extended Participation Allocations[b]	(3) 1991 Actuals: 5th Year States, Consolidated Outlying Areas and Interior[c]	(4) 1991 Actuals: Extended Participation Entities[d]	(5) 1991 Reallotments: All Entities (5th and 4th Year)[e]	(6) Total 1991 Funds Received: All Entities[f]	(7) Difference: Total 1991 Funds Received Plus or Minus 1991 Non-Extended Participation Allocations[g]
Maine	$ 572,521	$ 0	$ 500,000	$ 72,521	$ 572,521	$ 0
Maryland	2,120,867	2,120,867	0	759,441	2,880,308	759,441
Massachusetts	2,450,134	2,450,134	0	887,344	3,327,478	877,344
Michigan	3,980,257	0	2,702,755	1,131,179	3,833,934	(146,323)
Minnesota	1,898,127	0	1,288,905	539,443	1,828,348	(69,779)
Mississippi	1,162,119	0	789,125	0	789,125	(372,994)
Missouri	2,140,235	0	1,453,306	608,249	2,061,555	(78,680)
Montana	572,521	0	500,000	72,521	572,521	0
Nebraska	677,903	0	500,000	177,903	677,903	0
Nevada	572,521	0	500,000	72,521	572,521	0
New Hampshire	572,521	0	500,000	0	500,000	(72,521)
New Jersey	3,263,617	0	2,216,127	927,511	3,143,638	(119,979)
New Mexico	765,062	0	519,508	217,429	736,937	(28,125)
New York	7,766,827	0	5,273,988	2,207,312	7,481,300	(285,527)
North Carolina	2,730,979	2,730,979	0	977,911	3,708,890	977,911
North Dakota	572,521	0	500,000	72,521	572,521	0
Ohio	4,532,263	4,532,263	0	1,622,915	6,155,178	1,622,915
Oklahoma	1,317,068	1,317,068	0	471,616	1,788,684	471,616
Oregon	1,123,381	0	762,821	0	762,821	(360,560)
Pennsylvania	4,667,844	4,667,844	0	1,671,464	6,339,308	1,671,464
Rhode Island	572,521	0	500,00	72,521	572,521	0
South Carolina	1,539,807	0	1,045,591	437,609	1,483,200	(56,607)

Table 2.2 (continued)

(1) States[a]	(2) 1991 Non-Extended Participation Allocations[b]	(3) 1991 Actuals: 5th Year States, Consolidated Outlying Areas and Interior[c]	(4) 1991 Actuals: Extended Participation Entities[d]	(5) 1991 Reallotments: All Entities (5th and 4th Year)[e]	(6) Total 1991 Funds Received: All Entities[f]	(7) Difference: Total 1991 Funds Received Plus or Minus 1991 Non-Extended Participation Allocations[g]
South Dakota	$ 572,521	$ 0	$ 500,000	$ 72,521	$ 572,521	$ 0
Tennessee	1,985,286	1,905,286	0	710,892	2,696,178	710,892
Texas	8,522,204	0	5,786,920	2,421,989	8,208,909	(313,295)
Utah	1,007,170	1,007,170	500,000	360,648	1,357,818	360,648
Vermont	572,521	0	1,782,108	000	500,000	72,521
Virginia	2,624,452	0	1,407,274	745,862	2,527,970	(96,482)
Washington	2,072,445	629,481	0	588,984	1,996,258	(76,187)
West Virginia	629,481	2,043,392	0	225,405	854,886	225,405
Wisconsin	2,043,392	572,521	0	731,700	2,775,092	731,700
Wyoming	572,521	0	500,000	205,007	777,528	205,007
District of Columbia	572,521	0	1,361,241	72,521	572,521	0
Puerto Rico	2,004,655			569,718	1,930,959	(73,696)
Interior Set-Aside	1,431,301	1,431,301	0	0	1,431,301	0
Outlying Area Set-Aside						
American Samoa	177,694	177,694	0	63,630	241,342	63,630
Guam	473,852	473,852	0	169,676	643,528	169,676
Northern Marianas	118,463	118,463	0	0	118,463	0
Palau	45,667	45,667	0	0	45,667	0
Virgin Islands	355,389	0	241,323	0	241,323	(114,066)

Table 2.2 (continued)

FOOTNOTES

[a] Northern Marianas and Palau consolidated their Department of Education funding. The Department of the Interior receives a sum based on 1.25 percent of the funds available.

[b] Based on the assumption that each has completed fifth-year requirements.

[c] These entities received the allocations listed in column 1. American Samoa and Guam received their allocations because they had completed all fifth-year requirements.

[d] Funding provided to the entities that had requested extended participation because they had completed either third-year or fourth-year requirements but not fifth-year requirements. In accordance with the differential funding provisions, these entities received the amount they were eligible to receive in 1990 if they did not request extended participation for 1990, except that no State received less than $500,000.

[e] After allocations were made, $26,356,892 remained for reallotment. These funds were sufficient to provide all fifth-year entities with the maximum amount they could receive under the first provision for reallotting funds; that is, twice the amount of their 1990 allocations. The reallotment that fifth-year entities received is the difference between the maximum they could receive and the 1991 allocations they had received. Under the differential funding provisions, any funds remaining after reallotments to fifth-year entities are to be provided to those entities that have completed their fourth-year requirements, in accordance with the requirements of 675(e)(5)(B)(ii) of IDEA. These entities are eligible to receive up to the amount they would have received for 1991 if they had not requested extended participation. In accordance with differential funding requirements, no funds were reallotted to entities that had not completed fourth-year requirements.

[f] Total funds each entity received from its allocation and any reallotments.

[g] The result of subtracting the 1991 non-extended participation allocations in column 1 from the total amounts entities received in column 7. Dollar amounts in parentheses indicate that an entity received less than its 1991 allocation. All fifth-year entities received more than they would have received solely from the 1991 allocations.

received slightly over $1 million based on census count (column 2). After the reallotments (column 5), their total award for FY 1991 was over $1.3 million (column 6) or double their FY 1990 allocation.

The appropriation for Part H for FY 1992 was $175 million which represented another near 50 percent increase. The projected grant awards for FY 1992, based on all States having met fifth-year requirements, are shown in appendix table AG1. The actual size of the award to each State for FY 1992 will not be known until the Office of Special Education Programs knows the status of all States with regard to implementation.

Changes to the Part H Program

The Individuals with Disabilities Education Act Amendments of 1991 (P.L. 102-119) reauthorized the Part H program for three more years and made several programmatic changes. Many of these changes were in response to what States had learned in trying to implement the program and other developments in the field of early intervention. In addition to the differential funding provisions already discussed, these changes included:

- identifying a need to serve historically underrepresented populations particularly minority, low-income, inner-city and rural populations;
- updating terminology such as the use of the phrase "service coordination" instead of "case management;"
- adding vision services, assistive technology devices and services, and transportation to the list of early intervention services;
- adding language that indicates infants and toddlers are to be provided services in "natural environments" which include the home and community settings in which children without disabilities participate;
- encouraging States to plan for fully qualified personnel including implementing innovative strategies for the recruitment and retention of staff;
- additional recognition of the central role played by the family in the development of the Individualized Family Service Plan (IFSP);
- allowing more flexibility in the selection of a service coordinator;
- requiring parental consent prior to the provision of service;

- requiring a description in the State plan of policies and procedures for transition to preschool programs under Part B;

- allowing the use of Part H funds to provide special education and related services to children who will have their third birthday during the school year;

- revising the membership requirement for the Interagency Coordinating Council (ICC), the use of funds for ICC expenses, and its functions;

- changing the distribution of funds and responsibility for the provision of early intervention to Indian children; and

- establishment of the Federal Interagency Coordinating Council.

Federal Interagency Agreement

Interagency coordination is a key component of the Part H program. State agencies have spent the last several years working out issues such as programmatic and fiscal responsibility and sharing of information across agencies. The need for interagency coordination also exists at the Federal level. A historic Federal interagency agreement was signed by the Secretaries of Education and Health and Human Services on August 12, 1992. The purpose of this agreement was to "coordinate resources to identify, evaluate, and assess children with disabilities from birth through five to facilitate acquisition of appropriate available benefits and services..." across seven Federal agencies: the Office of Special Education Programs; Maternal and Child Health; the Administration on Developmental Disabilities; the Health Care Financing Administration; the Administration on Children, Youth and Families; the Social Security Administration; and the National Institutes of Mental Health.

The agencies identified a set of principles on which the agreement was based:

- services should be family-centered;

- identification of special needs should be individualized and culturally competent;

- services should be community-based, occurring in accessible integrated environments; and

- interagency coordination of resources should result in better quality of services (e.g., greater continuity of care), and a reduction in the costs of services, (e.g., the elimination of duplicative efforts).

The agencies agreed to undertake several activities involving coordination; promotion of the access to evaluation, assessment, and services; the provision of training; the support of grants and model projects; and the encouragement of coordinated technical assistance.

Data from States on the Part H Program

OSEP collects five types of information about infants and toddlers receiving early intervention services, including the number served, the number awaiting service, the services received, personnel employed and needed, and the setting in which services are provided. Because all States are not yet in full implementation, the capacity of States to report data on early intervention to OSEP varies considerably. More States are able to report the number of infants and toddlers served than any of the other elements. There are still problems, however, with the validity of the data on the number served for the reasons discussed below. The available data on personnel are discussed later in the chapter. All other data are discussed in the following section.

Number of Infants and Toddlers Being Served

To determine the number of infants and toddlers receiving early intervention, OSEP collected data from the States on infants and toddlers served on December 1, 1991. States are required to submit an unduplicated count of all other children receiving early intervention services as a condition of their Part H grant award. A portion of these children are also counted under the Chapter 1 (SOP) Program.

States reported to OSEP that, in December 1991, they were serving 66,495 infants and toddlers with disabilities under Chapter 1 (SOP) (table 2.3). This number represented an increase of 15,571 (or 31 percent) over the number of infants and toddlers reported in the previous year. The number of infants and toddlers served under Chapter 1 (SOP) has increased significantly and consistently over the last several years. Out of 50 States, Puerto Rico, and the District of Columbia, 40 reported more infants and toddlers in Chapter 1 (SOP) programs in 1991 than in 1990. Some States reported an especially large numerical or percentage increase from one year to the next. Michigan reported an increase of 2,543 infants and toddlers under Chapter 1 (SOP) (from 416 in 1990 to 2,959 in 1991). Likewise, New York went from 92 children in 1990 to 2,298 in 1991, and Tennessee reported 45 infants and toddlers in 1990 and 2,296 in 1991. These three States accounted for nearly one-half of the increase in the number of birth through 2-year-olds who were counted in Chapter 1 (SOP) programs in 1991. While the large increase may or may not reflect more infants and toddlers receiving services, it indicates that States are increasingly using the Chapter 1 (SOP) program as a source of financial support for early intervention services.

Data on the total number of infants and toddlers and their families receiving early intervention were received from 48 of the 50 States and the 5 Outlying Areas. These data are also shown in table 2.3. A total of 105,178 infants and toddlers were reported as receiving early intervention services but were not counted under the Chapter 1 (SOP) Program on December 1,

TABLE 2.3

Number of Infants and Toddlers (Birth through 2 Years) who Received
Early Intervention Services under Chapter 1 of ESEA (SOP)
and Non-Chapter 1 (SOP) Programs: December 1, 1991

State	Chapter 1 (SOP)	Non-Chapter 1 (SOP) Programs	Birth through 2 Years Total	Percent of Population
Alabama	634	509	1,143	0.64
Alaska	433	84	517	1.48
Arizona	633	645	1,278	0.67
Arkansas	590	335	925	0.90
California	832	24,177	25,009	1.50
Colorado	761	1,786	2,547	1.64
Connecticut	657	361	1,018	0.70
Delaware	46	785	831	2.68
District of Columbia	159	497	656	2.26
Florida	2,005	31,322	33,327	5.92
Georgia	174	1,423	1,597	0.50
Hawaii	647	2,414	3,061	5.47
Idaho	501	0	501	1.02
Illinois	3,560	1,394	4,954	0.91
Indiana	2,281	213	2,494	1.01
Iowa	964	0	964	0.83
Kansas	638	650	1,288	1.13
Kentucky	788	774	1,562	1.01
Louisiana	1,461	183	1,644	0.80
Maine	0	653	653	1.28
Maryland	2,775	0	2,775	1.20
Massachusetts	5,549	0	5,549	2.09
Michigan	2,959	3,016	5,975	1.37
Minnesota	2,203	2,188	4,391	2.17
Mississippi	71	186	257	0.21
Missouri	1,323	0	1,323	0.58
Montana	273	0	273	0.80
Nebraska	584	0	584	0.81
Nevada	546	0	546	0.87
New Hampshire	615	667	1,282	2.51
New Jersey	2,404	0	2,404	0.69
New Mexico	47	829	876	1.11
New York	2,298	49	2,347	0.28

Table 2.3 (continued)

State	Chapter 1 (SOP)	Non-Chapter 1 (SOP) Programs	Birth through 2 Years Total	Percent of Population
North Carolina	766	8,087	8,853	2.97
North Dakota	214	0	214	0.79
Ohio	0	12,711	12,711	2.64
Oklahoma	659	0	659	0.48
Oregon	821	0	821	0.65
Pennsylvania	5,349	0	5,349	1.08
Puerto Rico	0	4,529	4,529	.
Rhode Island	462	475	937	2.18
South Carolina	622	0	622	0.37
South Dakota	249	0	249	0.78
Tennessee	2,296	310	2,606	1.23
Texas	7,023	406	7,429	0.83
Utah	1,288	36	1,324	1.25
Vermont	119	115	234	0.94
Virginia	2,551	623	3,174	1.13
Washington	2,032	964	2,996	1.29
West Virginia	791	215	1,006	1.60
Wisconsin	1,433	1,074	2,507	1.17
Wyoming	392	0	392	1.96
American Samoa	0	.	0	.
Guam	0	78	78	.
Northern Marianas	17	17	34	.
Palau	0	.	0	.
Virgin Islands	0	398	398	.
Bureau of Indian Affairs	0	.	0	.
50 States, D.C. and P.R.	66,478	100,156	166,634	1.41
U.S. And Outlying Areas	66,495	105,178	171,673	1.41

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Population counts are July 1991 estimates from the U.S. Bureau of the Census.

Note: No population data are available for the Outlying Areas; the proportion of infants and toddlers served is based only on data for the 50 States and D.C.

1991. The total number of infants and toddlers served was 171,673 or 1.41 percent of the resident population below age 3.

States varied in the percentage of their population they served in early intervention. On the upper end were Florida and Hawaii serving 5.92 and 5.47 percent, respectively. Both of these States served an unusually large percentage of their young population. The next highest State was North Carolina which provided services for 2.97 percent of its infants and toddlers. On the low end were States serving less than 1 percent. There were 22 such States. Four States (Mississippi, New York, Oklahoma, and South Carolina) served less than one-half of a percent.

The data on infants and toddlers who were not served under the Chapter 1 (SOP) program should be viewed cautiously. As in past years, some States continue to experience problems collecting these data. This year and last year, the national total decreased from the total for the year before. This decrease, however, is just as likely to reflect inaccuracies in the data, especially inflated data from the previous year that may have resulted from some duplicative counts. As States improve their data systems, they are better able to produce unduplicated counts which were not previously possible. Another factor leading to an apparent decrease in some States may result from a refinement of the type of children who are eligible for Part H.

Discussions with States about their data systems suggest it will be several more years before all States have established a good baseline year from which to chart future program changes. A number of States reported that the data in table 2.4 were their best data yet on the number of infants and toddlers they are serving. Other States are still working toward producing valid data.

Even when all States have established data collection methodologies, many more infants and toddlers and their families may be receiving early intervention services than suggested by the count. The Federal count is the total number receiving services on December 1. States have indicated that they serve many more infants and toddlers over the course of a 12-month period than they do on a single day. By its very nature, early intervention often consists of services provided for a limited time period. While it is impossible to estimate the extent of the difference between the number served on a day and the number served over a 12-month period for the nation, data from two States suggest the difference may be substantial. Texas, for example, served over 13,000 birth through 2-year-olds in the course of a year but only around 7,000 on any given day. For Massachusetts, the difference was of equal magnitude. Where approximately 5,500 children and families were receiving early intervention on December 1, 9,700 received service over a 12-month period. These numbers suggest that early intervention is reaching a much larger percentage of the population of birth through 2-year-olds than the 172,000 who received service on December 1, 1991.

Services and Settings

Thirty-four of the 57 States and Outlying Areas were able to report data on the type of services provided to infants, toddlers and their families who were enrolled in early intervention programs on December 1, 1990. The rank ordering of the services is interesting but the numbers themselves are severe underestimates because of the number of States that did not report. The most frequently provided service was special instruction (provided to 25,797 infants, toddlers and their families) followed by family training, counseling, and home visits (23,874). Other frequent services were speech and language pathology (21,414) and social work (20,509). The least frequently provided services were audiology (8,288), nutrition services (6,287) and respite care (2,129).

Data on settings where services are provided were available from only 27 States and Outlying Areas. The most frequently reported setting for the provision of early intervention service was the home. Forty-one percent of the children and families for whom setting data were reported were served at home. The next most frequent service settings were an early intervention classroom (30%) and an outpatient service facility (13%). An outpatient service facility is a center, clinic, or hospital where the infant, toddler, or family comes for short periods of time (e.g., 45 minutes) to receive service.

Part H Implementation Issues

As evidenced by the different implementation years in which States placed themselves in applying for their FY 1991 grant award, States experienced different degrees of success in their efforts to implement the statewide-system of early intervention. One type of State response to the challenges of setting up an interagency statewide system of services has been to change the lead agency responsible for the Part H program. Table 2.4 shows the lead agencies for each of the States in the fall of 1992. Twenty-one States, including two with co-leads, have Education as the lead agency for Part H. Twenty-one have the Department of Health while the remainder have some other agency.

An important source of information on the implementation of the Part H program since its inception has been the Carolina Policy Studies Program (CPSP) located at the University of North Carolina. For the past five years, the Office of Special Education Programs has supported this Early Childhood Research Institute to study State policy development and implementation for the Part H program.

Based on their overall program of research on Part H policy development, the CPSP has identified several important features related to the successful implementation of Part H in a State (Gallagher, 1992). Among the most notable is the need for a shared vision capable of bringing diverse constituencies together. The diversity of the clients, agencies, and institutions involved in the Part H program has made policy development and application difficult. The State's vision needs to incorporate a concept of how a multidisciplinary service system should operate, how to move from current policies and procedures to the new vision, and how to find the resources necessary to support the new service system. CPSP has also found that implementation requires changes in the nature of the relationship between key stakeholders including professionals, agencies, institutions of higher education, and parents. Some of these changes may need to be solidified in structural modifications to the existing infrastructure.

TABLE 2.4

Lead Agencies for Part H

(September 1992)

State/Jurisdiction	Lead Agency
Alabama	Education/Rehabilitation Services
Alaska	Health and Social Services
Arizona	Economic Security
Arkansas	Human Services/Developmental Disabilities (DD)
California	Developmental Services
Colorado	Education
Connecticut	Education
Delaware	Health and Social Services
District of Columbia	Human Services
Florida	Education
Georgia	Human Resources/Division of Health
Hawaii	Health
Idaho	Health and Welfare/DD
Illinois	Education
Indiana	Family and Social Services
Iowa	Education
Kansas	Health and Environment
Kentucky	Human Resources/Mental Health-Mental Retardation (MH-MR)
Louisiana	Education
Maine	Education
Maryland	Governor's Office of Children and Youth
Massachusetts	Public Health
Michigan	Education
Minnesota	Education
Mississippi	Health
Missouri	Education
Montana	Social and Rehabilitation Services/DD
Nebraska	Education and Social Services (Co-Lead)
Nevada	Human Resources
New Hampshire	Health and Human Services
New Jersey	Education
New Mexico	Health/DD
New York	Health
North Carolina	Human Resources/MH-DD-Substance Abuse Services (SAS)
North Dakota	Human Services

Table 2.4 (continued)

State/Jurisdiction	Lead Agency
Ohio	Health
Oklahoma	Education
Oregon	Education
Pennsylvania	Public Welfare
Puerto Rico	Health
Rhode Island	Health
South Carolina	Health and Environmental Control
South Dakota	Education
Tennessee	Education
Texas	Interagency Council
Utah	Health
Vermont	Education and Human Services (Co-Lead)
Virginia	Mental Health/Mental Retardation/Substance Abuse Services
Washington	Social and Health Services
West Virginia	Health and Human Services
Wisconsin	Health and Social Services
Wyoming	Health
American Samoa	Health
Guam	Education
Northern Marianas	Education
Palau	Education
Virgin Islands	Health

Note: The Department of the Interior (DOI) receives Part H allocation which then is distributed by DOI to tribes. Federated States of Micronesia and Republic of Marshall Islands are not currently eligible for this Federal program.

A CPSP study of financing for Part H services showed that States were using a variety of different financing sources to support Part H services. On average, States reported using 21 different sources to support the service delivery system. The study found that a viable service delivery system required a substantial investment of State as well as Federal resources. Gaining access to Medicaid, in particular, was found to be a time and human resource consuming process. Twenty-five percent of States reported not using Medicaid at all and another 20 percent report using it for less than 5 percent of their program costs. The study found that 7 of the 15 most heavily used sources were Federal funding, including the Part H program itself, Chapter 1 (SOP), Maternal and Child Health Block Grant Program, the Special Supplemental Programs for Women, Infants, and Children (WIC), the Early and Periodic Screening Diagnosis and Treatment (EPSDT) portion of Medicaid, and the Social Service Block Grant. The three State sources used most heavily include Mental Retardation and Developmental Disabilities Programs, the State portion of Medicaid, and Public Health/Mental Health. The study recommends the development of a more coherent, simplified approach to financing Part H services to reduce the current excessive costs of coordinating the large numbers of funding streams required to adequately finance services (Clifford, Bernier, & Harbin, 1992).

Across various studies of health services under Part H, CPSP found that service coordination was seen as the key to successful family entry into multidisciplinary services. Focus group discussions held with health professionals suggested three models of physician involvement in service coordination. At one end of the spectrum was the medically fragile child for whom the physician often managed care and treatment. At the other end, was the child with less medically complex needs, for whom the physician served as a medical consultant on a multidisciplinary team. For children in between, a two-tiered model of service coordination was suggested. The primary care physician was seen as serving as a "medical manager," coordinating the work of the other physicians providing sub-specialty expertise while another professional (e.g., early interventionist, nurse, social worker) handled the operational coordination of services among professionals and agencies, consulted with the family, and assisted with paper work (Fullagher, Crotser, Gallagher, Loda, & Shieh, 1991). The health professionals who participated in the focus groups also believed that health services are currently difficult to deliver to the economically poor, the working poor, or to dysfunctional families. Barriers to comprehensive service delivery are posed by major shortages of personnel and programs and the intricacies of existing regulations (e.g., Medicaid). Goals yet to be reached include automatic referral to public health for service coordination for all eligible newborns, transportation services from rural areas to tertiary care centers, and a communication system from public agencies to private physicians (Fullagher, Crotser, Gallagher, Loda, & Shieh, 1992a and 1992b).

Tracking Future Progress of the Part H Program

A new five-year Early Childhood Research Institute was funded in FY 1992 to study service implementation and capacity for providing early intervention services. The Institute will be conducted by the University of North Carolina in collaboration with Rhode Island College and Western Carolina Center. The purpose of the Institute is to identify and examine forces which significantly influence service utilization, provision, configurations, and patterns for young children with disabilities or who are at risk. The Institute will look at who is served, what services are provided, and how, along with costs and variability in service utilization across families and States. The Institute will be conducting longitudinal case studies of children, families, and service providers in nine communities located in three States.

IMPLEMENTATION OF THE PRESCHOOL GRANTS PROGRAM

In FY 1992, all States had mandates in place to provide a free appropriate public education (FAPE) to all 3- through 5-year-old children with disabilities. The last State to put a mandate in place was Oregon whose mandate went into effect for the 1992-93 school year. Nine States and Outlying Areas currently provide FAPE from birth (American Samoa, Guam, Iowa, Maryland, Michigan, Minnesota, Nebraska, Palau, and Puerto Rico). Virginia does so at 2 years of age and all other States begin at 3 years.

States are awarded funds under the Preschool Grants Program based on the number of 3- through 5-year-old children receiving special education and related services under IDEA on December 1 of the previous year. Given the number of States that have recently enacted mandates, it is not surprising that the number of preschool children with disabilities receiving special education services continues to grow. A total of $320 million dollars was appropriated for the Preschool Grants Program in FY 1992 which was a 9 percent increase over FY 1991. State-by-State grant awards for FY 1992 are shown in table AG1 in Appendix A. The per child amount under the Preschool Grants Program was $803 which was over seven times what it had been in 1986. These children also generate dollars under IDEA, Part B. The per child award under Part B for FY 1992 was $419. Thus each State received $1,222 under IDEA for every preschooler receiving special education and related services on December 1.

Legislative Changes to the Program

As the States set about implementing the requirements of Part H and Section 619, some issues related to the differences in the two programs began to emerge. Preschool special education programs, for instance, tended to align themselves more closely with a school calendar which usually shuts down for the summer months. Many early intervention programs on the other hand have no ties to schools and operate all year round. A child who reaches the age of 3 years during the school year could be transitioning into a program that is just about to close for the summer. Other issues involved the differences between the eligibility criteria under Part H and Part B for 3- through 5-year-olds and differences between the IEP and the IFSP. To minimize the differences between early intervention and preschool special education, some States are trying to establish "seamless systems" designed to serve birth through 5-year-olds. These systems are premised on the belief that there are more similarities than differences in service delivery to birth through 5-year-olds and that their needs are best met with one system of services.

P.L. 102-119 made some important changes to Part B affecting the Preschool Grants Program that moved in the direction of "seaming" some of the legislative differences between Part H and the Preschool Program of Part B. The definition of "children with disabilities" was amended to include children age 3 through 5 who are experiencing developmental delays as defined by the State. State plans under Part B must now include transition policies and procedures for children participating in a Part H program who are eligible for participation in preschool programs under Part B, including a method for ensuring that either an IEP or IFSP has been developed and implemented by the child's third birthday. At the discretion of the local school system and with parental consent, States are now allowed to use an IFSP for children 3 thorugh 5 years of age. P.L. 102-119 permits, at the discretion of the State, the use of Preschool Grant funds to provide FAPE for any 2 year-old-child who will turn 3 during the school year. In addition to these changes, Congress increased the maximum per child allocation authorized from $1,000 to $1,500.

The final regulations covering the changes to the Preschool Grants Program and other components of Part B program were published in the Federal Register on September 29, 1992.

Number of Preschoolers Served

More than 400,000 preschool children received special education and related services during school year 1991-92. In December 1991, States and Outlying Areas reported that they were providing special education and related services to 422,226 children 3 through 5 years of age under Part B and Chapter 1 (SOP). This was an increase of 27,411 children or 6.9 percent over the number served in December 1990; note that the increase occurred in the Part B program while the number of preschoolers served under Chapter 1 (SOP) decreased. Between 1989 and 1990, the number of preschoolers served under both programs had increased only 2.4. Figure 2.1 shows the number of preschoolers who have received special education since 1987-88.

Of the total number of preschoolers served, 94 percent or 398,757 were reported under IDEA while the remaining 23,469 were counted by States under Chapter 1 (SOP). States have been reporting fewer preschoolers served under Chapter 1 (SOP) every year since December 1987 when the first count of 3- through 5-year-olds served under Chapter 1 (SOP) was taken. The decrease in preschoolers in Chapter 1 (SOP) between December 1990 and December 1991 was 5,293 children.

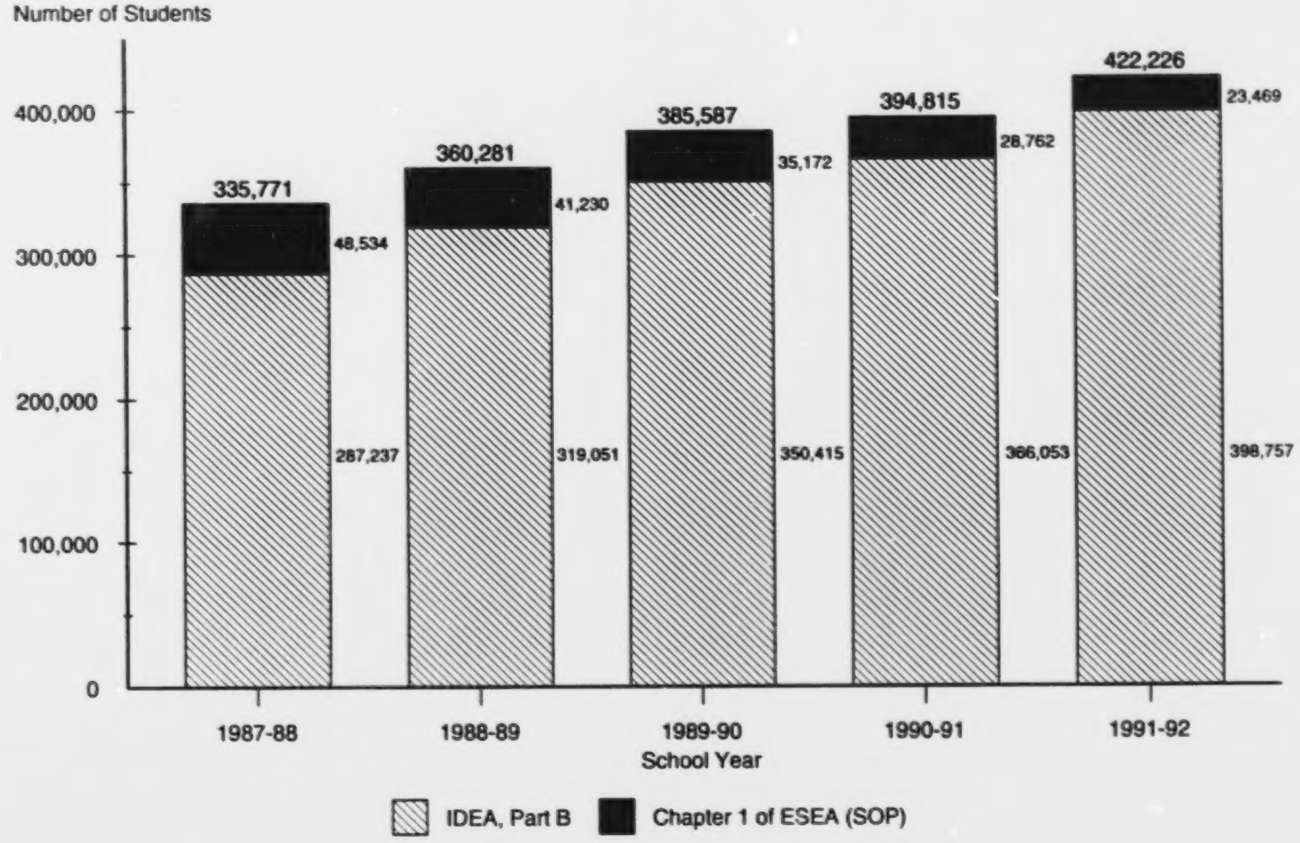
Nationally, the 422,226 preschoolers who were receiving special education under both of the laws in school year 1991-92 represented approximately 3.75 percent of the resident population of 3 through 5-year-olds. The percentage of preschoolers served varied across States from a low of 1.86 percent (Hawaii) to a high of 8.03 percent (Kentucky) with the largest portion (32 States) serving between 3.0 and 4.9 percent. Table 2.5 shows the proportions of preschoolers served by States.

Forty-six States, Puerto Rico, and the District of Columbia reported they were serving more 3- through 5-year-olds in December of 1991 under IDEA, Part B and Chapter 1 (SOP) than they had a year earlier. A comparison of the percentage of the population served in 1990 and 1991 shows that, 45 States and the District of Columbia also served a greater percentage of children in 1991.

Five-year-olds continue to make up slightly over one-half of the preschoolers served under IDEA, Part B. Eighteen percent of this age group were 3-year-olds, 32 percent were 4-year-olds and 51 percent were 5-year-olds. However, the percentages of 3- and 4-year-olds served under Part B has steadily increased from the 36 percent served in 1986-87. States served 11,469 more

FIGURE 2.1

Number of 3- Through 5-Year-Olds Served Under IDEA, Part B and Chapter 1 of ESEA (SOP): School Years 1987-88 to 1991-92



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 2.5

Percentage of Preschool Children Receiving Special Education and Related Services by State: School Year 1991-92

Percentage of Preschool Children Served	States	
	Number	Percent
0 - 1.99	1	2.0
2.0 - 2.99	7	13.7
3.0 - 3.99	17	33.3
4.0 - 4.99	15	29.4
5.0 - 5.99	8	15.7
6.0+	3	5.9

Note: These percentages are based on 1991 U.S. Census Bureau population estimates; no population estimates are available for the Outlying Areas.

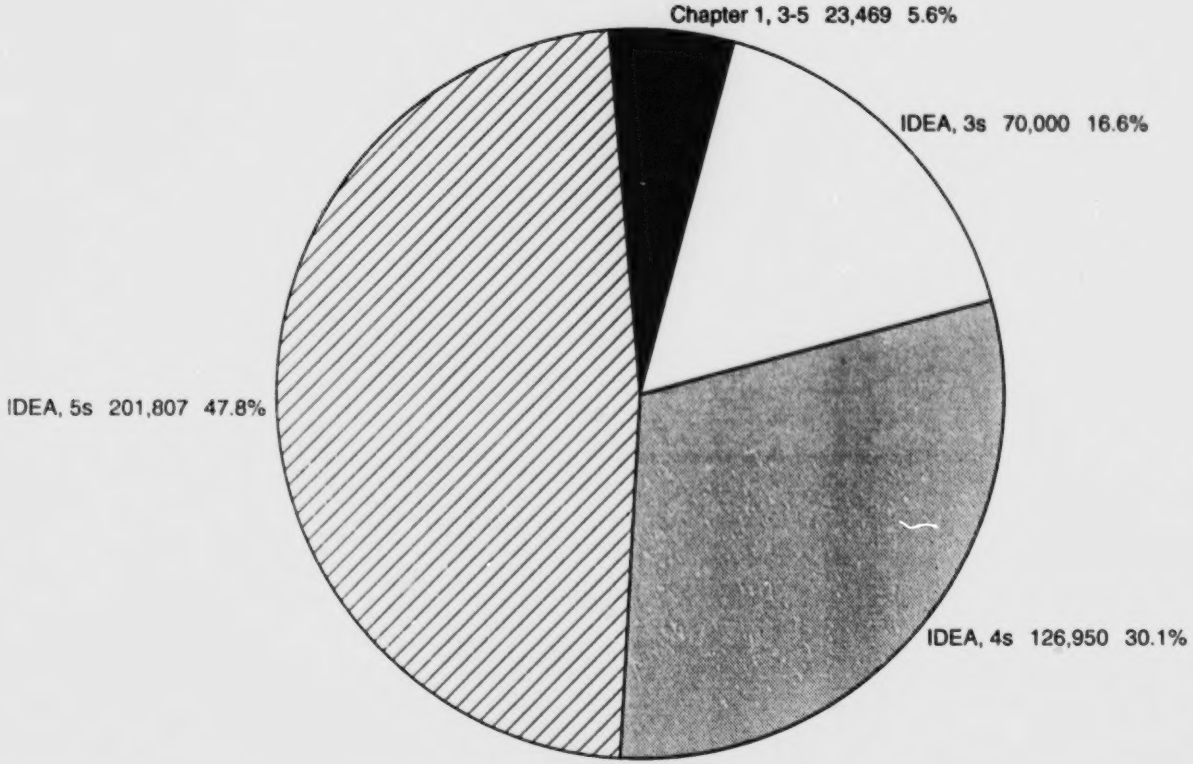
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

3-year-olds (a 19.6% increase), 16,209 more 4-year-olds (a 14.6% increase) and 5,075 more 5-year-olds (a 2.6% increase) under IDEA than they had the year before. Figure 2.2 shows the ages of all preschool children served under IDEA, Part B and Chapter 1 (SOP).

Between 1990-91 and 1991-92, the proportion of the resident population of 3-year-olds who received special education under Part B went from 1.6 to 1.9 percent and of 4-year-olds from 3.0 to 3.4 percent. The proportion of 5-year-olds increased very slightly from 5.4 to 5.5 percent. Figure 2.2 shows the total number of preschool children who received special education in 1991-92 by program and within IDEA, Part B, by age year. Individual age year data are not available on children served through Chapter 1 (SOP).

FIGURE 2.2

Number of 3- Through 5-Year-Olds Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age and Program: School Year 1991-92



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Implementation Issues Related to the Preschool Grants Program

Providing quality special education and related services for children ages 3 through 5 years poses a number of challenges. Some of the issues involved in establishing a system of early intervention services are also issues for preschool services. Examples of these issues are the need to identify and utilize multiple funding streams and the need for more qualified personnel. Other issues are unique; the children are older and the educational agency has responsibility for services for 3-through 5-year-olds with disabilities. The following section presents some of the current developments and emerging issues related to the provision of special education and related services to preschool children.

Administering the Preschool Grants Program

To assist the sharing of expertise among States, the National Early Childhood Technical Assistance System (NEC*TAS) collects and disseminates information through an annual profile about the Preschool Grants Program (NEC*TAS, 1992). This profile provides an interesting overview of how States are implementing the program. In the great majority of States, the Preschool Grants Program is administered by the special education unit within the State. In seven of the eight States where special education does not administer the program, it is administered by an early childhood unit (but within the State educational agencies). Those States are Connecticut, Florida, Kentucky, Massachusetts, Michigan, Ohio, and Virginia.

Under the Preschool Grants Program, the State agency may retain up to 25 percent of the State grant for discretionary purposes with the rest going to the local educational agencies. Most States retained the full 25 percent although some retained considerably less, with seven States retaining none. States report using these funds in a variety of ways to improve services for preschool children with disabilities. The most common use was for training; 42 of 50 States reported that they use Preschool Grant funds to provide training. Other common uses were for the provision of technical assistance (36 States), the provision of direct service (29 States), and the development of pilot programs (25 States).

States reported a total of 17 other funding sources being used to pay for preschool special education in addition to Part B and Section 619 funds. The most frequently reported sources were State special education funds (60% of the 53 jurisdictions reporting), local funds (57%), Chapter 1 (SOP) (53%), Federal Head Start (45%) and Comprehensive Child Development (45%). Eleven States indicated they had a process for projecting or ascertaining the full costs associated with preschool special education services. Seventeen States have a process for forecasting the prevalence of types of disabilities anticipated for preschoolers with disabilities.

Coordination Between Part H and Preschool

There are a number of States using one or more mechanisms to better link services across the birth through 5 year age range. According to NEC*TAS, the focus of the States' Part H

Interagency Coordinating Council is birth through age 5 in 16 States (of 57 reporting). A number of States also support local or regional ICCs that focus on the birth through age 5 range. Fifty-one of 53 States report having a State Educational Agency (SEA) representative on the State-level ICC. The most common representative is the Director of Special Education (15 States).

Most States report that they have developed or are developing policies and/or transition agreements concerning the transition from Part H to preschool. Twenty have policies in place; another 17 States have them under development. A year ago, only 12 States had policies in place, and 23 were developing them. Twenty-two of 39 States reporting indicated that they are using or considering using IFSPs for preschool services. Public awareness initiatives are directed toward the birth through age 5 range rather than just the 3 through age 5 range in the majority of States (N = 30). Some States are also developing personnel policies which address children birth through age 5.

Providing Preschool Services in the Least Restrictive Environment (LRE)

The goal of providing special education and related services for preschool children with disabilities in community-based programs received increasing emphasis in 1992 and is likely to remain a critical issue for many years to come. While implementing LRE for school-age children has been challenging, the challenge is even greater for young children. Many school systems do not operate programs for preschool children without disabilities. Expanding the number of placements beyond those operated by the school system raises a whole spectrum of administrative and curricular issues which States are in the process of addressing.

NEC*TAS reports that 35 States have developed or are developing policies or guidelines specifically addressing LRE for the preschool population. Thirty-three States have developed or are developing policies regarding the funding of placements in other than regular elementary schools. Thirty-three States report that they have developed or supported projects to prepare State and local staff to work within an integrated/community setting using a consultation/itinerant model.

Working collaboratively with other major programs for young children represents one possible solution to the problem of limited placement options. One such major program is Head Start. Forty-four States report that they have established State-level interagency agreements with Head Start. The most commonly reported elements in the agreements were shared training and technical assistance (31 States), the encouragement of local agreements (23 States), referrals (23 States), and joint staffing of IEPs (23 States). Forty-five States reported that they collaborate with Head Start in Child Find, public awareness, and/or training.

States have been reporting data to OSEP for a number of years on the type of placements where preschoolers receive special education and related services. In 1990-91, States reported that 84 percent of the 3- through 5-year-olds were served in regular school buildings. The percentage of preschoolers placed in separate schools was 13 percent. The remainder were either in residential facilities, or home/hospital environments. These figures are nearly identical to those reported by States for the last two years.

The data on preschool placements may be somewhat questionable, especially for 3- and 4-year-olds, because the reporting categories are identical to those used for school-age children. Some of the categories such as resource room have no meaning for preschool children while others such as private separate facility are ambiguous (i.e., is this a child care center or a special school for children with disabilities?). As reported above, most of the children in the 3- through 5-year age range served in special education through Part B are 5-year-olds. Many of these children are in kindergarten and, therefore, the regular class and school placements can provide opportunities for interaction with nondisabled peers for this age group. The situation may be different for the younger children. Even when 3- and 4-year-olds with disabilities are served in a regular school building, the only children without disabilities in the building may be children age 5 or older. In sum, the data as currently reported are not very informative with regard to LRE as it applies to preschool children.

To rectify this situation, OSEP has convened several meetings to develop a more appropriate set of reporting categories for preschool children. In the interim, States have been given a "crosswalk" which provides them with additional directions on how to link commonly used preschool placements with the current categories. These changes should provide data which will give a more meaningful indicator of the extent to which children 3 through 5 years of age with disabilities are being served in community-based settings.

In 1989, OSEP funded an Early Childhood Research Institute on Integration which is being operated by the Allegheny-Singer Research Institute and the University of Washington which deals with preschool mainstreaming. The work of the Institute is divided into four components. Those components and their purposes are:

(1) Curriculum Modification component which is adapting curriculum activities for preschoolers with disabilities and developing a manual to train personnel in regular early childhood programs to implement the adaptations.

(2) Longitudinal Project component which is looking at the long-term outcomes of mainstreaming for both children with disabilities and typical children.

(3) Peer Relations and Family Concerns component which is studying issues related to peer interactions and parental views of those interactions and developing an instrument for assessing children's perceptions of peer relations.

(4) Policy Analysis and Research component which is studying policies related to placing preschool children with disabilities in preschool settings.

Under the last component, the Institute has developed an *Administrator's Policy Handbook for Preschool Mainstreaming* which is designed to help State and local educational agency personnel assess the effects of their policies on mainstreaming and to develop facilitative policies and procedures. As part of this effort, six barriers to preschool mainstreaming were identified:

- Program standards - restrictive policies related to program or personnel characteristics, supervision of special education implementation, and approval policies for non-public school placements;
- Personnel standards - restrictive policies related to who can provide special education and related services personnel and/or work with young children with disabilities;
- Fiscal policies - policies governing the use or generation of funds, i.e., limitations on the use of certain funding streams, limitations on the use of funds for non-public school settings including separation of church and State prohibitions. Also included are policies for contracting and rate setting;
- Eligibility policies - differences in criteria used to allow children to participate in services (Head Start, programs for children "at risk," etc.);
- Transportation policies - policies governing the availability, schedules, and prohibitions on non-public school or district use; and
- Coordination - prohibitive policies or the lack of policies regarding coordination of programs and resources.

To address each of these barriers, the Institute has developed a set of policy options based on the experiences of State and local agencies with preschool mainstreaming.

Two significant developments outside of IDEA have begun to impact on the provision of preschool services in the least restrictive environment. One of these is the passage of the American with Disabilities Act (ADA) and the other is the concept of "developmentally appropriate practice." Developmentally appropriate practice has its origins in regular early childhood education but is now generating much discussion among early childhood special educators as well.

The ADA which became effective in 1992 prohibits public accommodations from discriminating on the basis of disability. It requires that public accommodations and commercial facilities be designed, constructed, and altered in compliance with the legislation's guidelines. Child care facilities are a public accommodation covered by the ADA which means that preschoolers with disabilities can no longer be excluded from a child care setting on the basis of a disability. The ADA requires that child care programs make reasonable accommodations in policies, practices, and procedures to accommodate individuals with disabilities including employees. Possible changes which child care settings may need to make include: revision of policies and procedures, curriculum adaptations, removal of physical barriers, provision of additional staff training, alteration of staffing patterns, and the provision of certain adaptive equipment (The ARC, 1992). The full implications of the ADA for the provision of special education for preschool children will unfold in the coming years. At a minimum, the ADA will lead to increases in the number of community settings accessible to preschool children with disabilities. If LEAs can work with these settings to arrange for the provision of special education, it will also mean that an increasing proportion of children with disabilities will have the opportunity to receive special education in settings with nondisabled peers.

A second development that has begun and will continue to impact on preschool special education is the concept of "developmentally appropriate practice" (DAP). In 1987, the National Association for the Education of Young Children published a position statement describing appropriate classroom practices for young children. The position statement included characterizations of a variety of approaches in early childhood education and characterized these as appropriate or inappropriate (Bredekamp, 1987). Developmentally appropriate practice is built around the premise that different types of practices are appropriate for children of different ages (age appropriateness) and for individual children (individually appropriate). The concept evolved as a response to what many early childhood professionals saw as a disturbing tendency to present structured academic material to younger and younger children without consideration of their unique developmental needs. Since the position statement was published, DAP has become the accepted standard for professional practice within regular early childhood education.

The applicability of developmentally appropriate practice to preschool special education has been the topic of much discussion among early childhood special educators. (See e.g., Carta, Schwartz, Atwater, & McConnell, 1991; Mallory, 1992). The philosophical basis for DAP with its emphasis on unstructured learning through play and the importance of child-initiated activities differs from that of some early childhood special education programs. Other aspects such as the importance of individualization and active engagement are quite similar. The differences between what constitutes best practices in early childhood special and regular education are not merely academic issues. If preschoolers with disabilities are to be appropriately served in regular early childhood settings, then there must be agreement among professionals from both disciplines as to the type of program that will best enable each child with a disability to reach his or her potential. Furthermore, regular early childhood educators must be sufficiently trained to carry out a program for the developmental as well as the individual needs of a young child with a disability. As both regular and special educators continue to examine their own practices with respect to DAP, the outcome will most certainly have implications for providing special education for preschoolers with disabilities in the least restrictive environment.

ENSURING AN ADEQUATE SUPPLY OF TRAINED PERSONNEL IN EARLY CHILDHOOD

The provision of high quality services to young children with disabilities depends on the availability of a national pool of trained professionals. Availability has both a quantity and a quality dimension: there must be enough certified or licensed professionals, and they must be properly trained to work with young children. Personnel shortages have been characteristic of special education for many years, and early childhood is no exception. While there are shortages of early interventionists and early childhood special education teachers, States report that shortages are particularly acute for related service providers such as occupational therapists and physical therapists. States face a variety of personnel related issues as they set about to initiate or improve the provision of services for young children with disabilities.

OSEP collects data from the Part H lead agencies on the number of personnel employed and needed in early intervention. As they have for the past several years, many States continue to have a great deal of difficulty in assembling data on the number of personnel currently providing early intervention services to infants and toddlers and the personnel that are needed. While States indicate that they have shortages, quantifying the extent of the shortages across all States and territories remains an unmet goal. Tabulations are difficult because of the diversity of the service delivery systems and the personnel involved. Many States contract for services rather than hiring individual service providers directly. Because they are providing early intervention by buying service in units rather than through a funded position, the concept of "number employed" is of limited applicability. Furthermore, many agencies that do employ their own personnel serve a broad range of age groups so that personnel are not designated specifically to work with infants and toddlers. Another important issue is that a completely different type of data is required to answer questions about how many have received the type of training necessary to work with young children and their families. OSEP has been exploring alternative ways of collecting meaningful information from States on individuals who are providing early intervention services.

One way that States are responding to the personnel problems in early intervention has been to develop models of service delivery which utilize multiple levels of personnel including paraprofessionals. Alabama, for instance, is considering standards for four levels of personnel:

- Aide - serves as an aide to the professional with few independent responsibilities. Typically, a high school degree would be required.
- Assistant - works under the supervision of the professional and has training beyond a high school diploma directly relevant to early intervention. The assistant may be involved in the delivery of direct service provided there is supervision by a professional.

- Professional: Direct Service Provider - works as a team member, may serve as case manager, may be involved in assessments, direct intervention, and supervision with other staff members. This person is licensed/certified/registered/credentialed according to the standards of their discipline.

- Professional: Consultant/Specialist - provides consultation or direct services. This individual has advanced training or extensive experience with young children with disabilities.

For example, in occupational therapy, the four positions would be: the aide who has a high school diploma, the occupational therapy assistant who has an associate degree and is registered by the American Occupational Therapy Association (AOTA), the registered occupational therapist certified by the AOTA and licensed by the State, and the consultant/specialist who has a master's degree, additional certification, or experience. Other States advocating similar innovative approaches include Illinois which has developed an early intervention career ladder with eight occupational levels, and Idaho which utilizes a variety of occupational categories including the family services technician, speech language pathologist aide, physical therapy assistant, occupational therapy aide, and human service technician.

The Carolina Institute for Research on Infant Personnel Preparation, another of the Early Childhood Research Institutes, has been studying issues related to the preparation of personnel to provide early intervention since 1987. Located at the University of North Carolina, the Institute began its work by surveying colleges and universities to examine how preservice programs are preparing students to work with infants and toddlers with disabilities and their families. The Institute has also conducted numerous surveys of professionals in early intervention concerning their practices in working with families. The surveys examined the extent to which professionals felt competent in working with families and infants; believed they were implementing best practices in working with families; were concerned about adopting family centered practices; and believed that working with families was important. Perceived barriers to change and identified preferred models of training were also identified.

Based on these survey results, Institute faculty developed a curriculum guide, *Working with Families in Early Intervention: Interdisciplinary Perspectives*, for an interdisciplinary course on working with families in early intervention. Curricula designed to embed family-centered information into existing coursework were developed for three disciplines: occupational therapy, physical therapy, and speech/language pathology. The Institute has also adapted the case method of instruction (CMI) for use as an alternative or supplemental strategy for training early interventionists. A collection of case studies and training activities were developed, field-tested and disseminated (McWilliam & Bailey, 1992).

Additional in-service training activities were designed to assist early intervention teams to examine current practice and set goals for change. Five components were seen as central to these activities: (1) team-based training; (2) parent participation; (3) a decision-oriented format;

(4) guided decision-making and goal setting activities; and (5) effective leadership (Bailey, McWilliam, Winton, & Simeonsson, in press).

National data for personnel working with preschool children with disabilities are only available for special education teachers.[2] States, Outlying Areas, and the Department of Interior reported that 15,192 special education teachers were employed to provide special education to the nation's children age 3 through 5 years old with disabilities in 1990-91. This was about 7 percent more teachers than were employed in the previous year. State-by-State data are shown in table 2.6.

These entities also reported needing 2,577 more preschool special education teachers than they were able to find. For every six teachers employed, there was one vacancy or a position filled by a less than fully qualified teacher. The need for preschool teachers for 1990-91 decreased about 8 percent from the previous year but was still indicative of a substantial need. Given the large number of States that have only recently enacted mandates to serve preschool children, the need for personnel is likely to continue at a high level in future years.

The need for additional teachers is not uniform across the States as shown in table 2.6. Wyoming, for instance, needs more additional teachers than the State currently employs. Montana and North Carolina need an additional preschool teacher for every two employed. Florida, Hawaii, Indiana, Louisiana, Missouri, South Carolina, and South Dakota need an additional teacher for every three currently employed. States reporting comparatively little need include Connecticut, Illinois, Kansas, New Jersey and Vermont. All of these States need an additional teacher for every 50 to 100 currently employed.

Through Part D of the IDEA, the Office of Special Education Programs provides funds to increase the number of qualified personnel working with children with disabilities. Funds are awarded to colleges and universities, State and local educational agencies, and nonprofit agencies, to assist in the development and implementation of programs that improve the quality and increase the quantity of special educators, early interventionists, and related service personnel. Since 1985, OSEP has conducted a separate competition for training personnel to work with infants, toddlers, and preschoolers. The training projects funded through this competition must include consideration of family involvement and have a significant interdisciplinary focus. In FY 1992, OSEP funded 57 new and 48 continuation projects under this competition to train personnel to work with young children with disabilities. The total funds awarded to these projects was $9.285 million for an average grant award of $88,400. Many of the projects have an interdisciplinary focus in training personnel from a variety of disciplines to become "infant specialists" or "early interventionists." Professions included in the training include: nursing, neonatology, social work, occupational and physical therapy, psychology, speech/language pathology, audiology, and special education. Many of these projects target particular areas of need within early childhood, including the following:

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[2] Data on related service personnel are reported along with those for school-age children and are not available by age group.

TABLE 2.6

Special Education Teachers of Children with Disabilities Ages 3 Through 5 During the 1990-91 School Year, by State

State	Teachers Employed	Teachers Needed	Employed/ Needed Ratio
Alabama	260	53	5:1
Alaska	75	5	14:1
Arizona	111	15	7:1
Arkansas	48	9	5:1
California	1,482	65	23:1
Colorado	141	21	7:1
Connecticut	244	5	53:1
Delaware	51	11	5:1
District of Columbia	63	2	32:1
Florida	783	273	3:1
Georgia	314	39	8:1
Hawaii	79	25	3:1
Idaho	111	99	1:1
Illinois	626	8	83:1
Indiana	175	57	3:1
Iowa	375	34	11:1
Kansas	200	2	100:1
Kentucky	375	70	5:1
Louisiana	537	179	3:1
Maine	175	16	11:1
Maryland	284	21	14:1
Massachusetts	393	.	.
Michigan	927	57	16:1
Minnesota	579	48	12:1
Mississippi	219	25	9:1
Missouri	99	32	3:1
Montana	34	14	2:1
Nebraska	140	4	35:1
Nevada	61	8	8:1
New Hampshire	95	15	6:1
New Jersey	405	8	51:1
New Mexico	137	20	7:1
New York	955	210	5:1

Table 2.6 (continued)

State	Teachers Employed	Teachers Needed	Employed/ Needed Ratio
North Carolina	459	238	2:1
North Dakota	78	2	39:1
Ohio	755	206	4:1
Oklahoma	137	8	18:1
Oregon	92	22	4:1
Pennsylvania	459	40	12:1
Puerto Rico	119	0	.
Rhode Island	69	0	.
South Carolina	149	53	3:1
South Dakota	89	33	3:1
Tennessee	332	58	6:1
Texas	.	197	0:1
Utah	89	8	11:1
Vermont	93	1	93:1
Virginia	615	95	6:1
Washington	233	31	7:1
West Virginia	123	19	7:1
Wisconsin	624	36	17:1
Wyoming	58	70	1:1
American Samoa	9	5	2:1
Guam	7	2	4:1
Northern Marianas	1	1	1:1
Palau	.	.	.
Virgin Islands	10	0	.
Bureau of Indian Affairs	39	4	10:1
50 States, D.C. and Puerto Rico	15,126	2,565	6:1
U.S. and Outlying Areas	15,192	2,577	6:1

Total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Data as of October 1, 1992.

- An Early Childhood Special Education Program at the University of North Dakota will place special emphasis on recruiting students who are noncertified personnel currently working with young children with disabilities. Recruitment of Native American students will be a priority. The program will seek to retain students in the program through the State interactive video network, summer classes, and through on-the-job supervision and mentorship.

- The University of Florida will be developing a unified, five-year preservice program leading to a master's degree and teacher certification in the regular and special education areas of preschool, primary, and preschool children with disabilities. The participants in the program will take courses taught by early childhood and early childhood special education faculty and participate in extensive field experiences in settings that serve infants, toddlers, preschoolers, and primary age children who are typically developing and those with disabilities.

- A project at Western Kentucky University will be recruiting students from social work, psychology, and speech communication disorders to complete a competency-based area of emphasis to prepare them to work with young children and their families as part of their entry level professional preparation programs. The program will be interdisciplinary with the program of study being developed by faculty from each of the three disciplines listed above, as well as early childhood special education.

OTHER OSEP PROGRAMS BENEFITTING YOUNG CHILDREN WITH DISABILITIES

The Office of Special Education Programs supports a wide variety of projects that are designed to improve the delivery of services to young children with disabilities and to their families. These discretionary projects address many different needs within service delivery such as the need to develop more effective practices, the need to develop service delivery models for the unique features of a region or population, or the need for more trained personnel as discussed above. Two of these programs are the Early Education Program for Children with Disabilities and Research in Education of Individuals with Disabilities.

The Early Education Program for Children with Disabilities

The Early Education Program for Children with Disabilities (EEPCD) is the largest single source of discretionary funding for children 8 years of age and younger. Originally authorized within Part C of the Education of the Handicapped Act, the Early Education Program for Children with Disabilities was established in 1968 to develop model demonstration projects for the delivery of special education and related services to young children with disabilities. As a precursor to the State grant programs for direct services to infants, toddlers, and preschoolers, EEPCD funds supported the development of programs, curricula, assessments, etc. EEPCD model demonstration and outreach projects established the state-of-the-art in the field of early childhood education for students with disabilities from which future programs were adapted.

The focus of EEPCD has shifted to activities that support the development and quality of State programs over the past 20 years. EEPCD funds have supported a range of early childhood activities including: demonstration projects, outreach projects, experimental projects, technical assistance, research projects, research institutes, and in-service training projects. In FY 1992, $25 million was awarded to public and private nonprofit organizations around the country to fund 117 new and ongoing EEPCD projects.

During FY 1992, EEPCD funded projects in several different areas. Some of the major types of projects, the number of awards made, and the total amount of the awards are shown in table 2.7. Under the model demonstration effort, about $1.1 million was supporting eight new projects. Another $1.5 million was supporting the continuation of previously funded projects. These projects develop, implement, and evaluate new or improved approaches for serving young children with disabilities.

Outreach projects are designed to transfer the findings of research and model demonstration activities into the service delivery system. They improve early childhood programs through training and other assistance activities which will enable them to replicate exemplary practices. Fifteen new and 31 continuation projects were funded in FY 1992. In-service training projects are designed to train college and university faculty members who are training personnel currently providing early intervention services. Four new and 25 continuation grants were funded in FY 1992. Examples of several of the research institutes have been described elsewhere in this chapter including the new institute on service implementation. Lastly, the experimental projects compare the effects and costs of alternative interventions or approaches for serving infants, toddlers or preschool children with disabilities and their families.

Research Projects

The Research in the Education of Individuals with Disabilities program, under Part E of IDEA, provides support to advance the knowledge base and improve the practice of professionals, parents, and others providing early intervention, special education and related services. Awards are authorized for a wide range of research and related projects. Awards are made to State and local educational agencies, other public agencies, institutions of higher education, nonprofit, and, for some activities, profit-making organizations. Funds are provided to research issues for the entire age range and are awarded based on the merit of the proposed project. For many years, a number of projects on young children with disabilities have been supported under the program.

TABLE 2.7

New and Continuing Projects Funded Through
EEPCD During FY 1992

Competition	Number of Projects	Total Dollars
New		
Model demonstrations	8	$1,076,000
Outreach	15	2,123,000
In-service training	4	1,064,000
Research institute	1	749,000
Experimental/research projects	4	786,000
Continuations		
Model demonstrations	11	$1,504,000
Outreach	31	4,597,000
In-service training	25	3,436,000
Research institute	5	4,484,000
Experimental/research projects	3	939,000

Note: Not all projects funded through EEPCD are included in this table.

Examples of projects funded in FY 1992 include:

- A project at Vanderbilt University to investigate the effects of a prelinguistic communication intervention on children's prelinguistic communication skills, parent's use of behaviors that facilitate children's language development, and children's language development and linguistic communication.

- The impact of child-initiated, child-directed, teacher supported play-based environments on the development and learning of toddlers and preschoolers with a variety of types and degrees of disabilities to be investigated at Florida State University.
- Parent and professional variables influencing collaboration in early intervention programs to be examined at Utah State University through a survey of parents and service coordinators.

SUMMARY AND IMPLICATIONS

Several important developments occurred during FY 1992 at both the Federal and State levels with regard to the Program for Infants and Toddlers (Part H) and the Preschool Grants Program (Section 619 of Part B). At the Federal level, the 1991 Amendments to IDEA made important modifications in both programs. A second significant Federal event was the development of the Federal Interagency Agreement which was signed in August 1992 by the Secretaries of Education and Health and Human Services.

States continued to make varying degrees of progress in implementing the statewide systems of early intervention services envisioned by Part H. Eighteen States and Outlying Areas moved into full implementation or year 5 of the program. Twenty-six States requested their first year of extended participation indicating they were able to meet the requirements for year 4 of the program. The 10 States and one Outlying Area that had requested extended participation last year did so again; these jurisdictions are meeting the year 3 requirements. The extended participation States overwhelmingly indicated that fiscal constraints were a key contributor to their inability to move ahead with the provision of early intervention. States in full implementation received proportionately bigger grant awards than States in their first year of extended participation who received bigger awards than States in their second year. States reported serving over 170,000 infants and toddlers and their families in early intervention programs in December 1991 but these data must be viewed cautiously because some States still cannot produce accurate counts of the number served.

During school year 1992-93 all States had in place a mandate to serve preschool children with disabilities. The number of 3- through 5-year-olds receiving special education and related services under both Part B and the Chapter 1 (SOP) Program in December 1991 increased 7 percent over the previous year to 422,226. This represented 3.8 percent of the population of children 3 through 5 years of age nationwide. States varied in the percentage of preschoolers served from a low of 1.9 percent to a high of 8.0 percent. States continued to examine alternatives for serving preschoolers in the least restrictive environment. Important developments likely to impact on the placement of preschoolers with disabilities include the passage of the

American with Disabilities Act and the concept of "developmentally appropriate practice" in early childhood education.

Personnel shortages continue to be an obstacle to meeting the needs of children with disabilities below school age. The Early Childhood Research Institute on Infant Personnel Preparation has developed a variety of training materials based on five years of research in this area. States reported employing 15,192 special education teachers to work with 3- through 5-year-olds. For 1990-91, States reported needing an average of one additional teacher for every six employed but the shortages were substantially greater in some States. In FY 1992, the Office of Special Education Programs awarded $9.285 million to fund 57 new and 48 continuation projects to train personnel to work with young children with disabilities.

The Early Education Program for Children with Disabilities, the largest single source of discretionary funding for children with disabilities 8 years of age and younger, awarded $25 million to public and private nonprofit organization to fund 117 new and ongoing EEPCD projects. Included among the funded projects were 8 new demonstration projects, 15 new outreach projects, and a new Early Childhood Research Institute which will conduct longitudinal case studies of children, families and service providers to identify factors influencing utilization of early childhood services for children with disabilities.

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CHAPTER 3

THE INDEPENDENCE OF OUT-OF-SCHOOL YOUTH WITH DISABILITIES: FINDINGS FROM THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS[1]

In the years since the 1983 amendments to the Education of the Handicapped Act (P.L. 98-199), now the Individuals with Disabilities Education Act (IDEA), authorized Federal funding for "Secondary Education and Transitional Services for Youth with Disabilities" (Sec. 626), the number of programs addressing transition issues at the Federal, State, and local levels has increased dramatically. Groundbreaking interagency agreements, new curricula and instructional models, and innovative approaches to placement in schools and in jobs have emerged nationwide (DeStefano and Wermuth, 1992). The special education research agenda, too, has examined transition issues.

At the national level, important information on the transition experiences of youth with disabilities is flowing from the National Longitudinal Transition Study of Special Education Students (NLTS). This congressionally-mandated study is being conducted for the Office of Special Education Programs (OSEP) by SRI International to assess the experiences of youth with disabilities in secondary school and in transition to adulthood in the areas of education, employment, and independent living.

Initial findings from the NLTS, based on postschool outcomes in the first two years after exiting school, are consistent with other State and local transition research in suggesting that at first glance, the transition picture for youth with disabilities is not rosy. Overall, dropout rates were high. Employment rates were low and so were wages. Few youth were getting postsecondary education or training, and relatively few were achieving residential independence (Wagner et al., 1991). This emerging information on the transition experiences of youth with disabilities prompted further transition policy developments and research initiatives; for example, P.L. 101-476 requires that schools develop transition plans for all youth with disabilities who are 16 years old or older.

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[1] Most of this material, with minor changes, has been published in Wagner, M. (1993). More than the sum of the parts: Life profiles of youth with disabilities. In Wagner et al., (1993), *What happens next? Trends in the postschool outcomes of youth with disabilities.* Menlo Park, CA: SRI International.

The first generation of transition studies, for the most part, reported on experiences of students with disabilities in the first year or two after they left secondary school. But transition is a process that continues beyond the first few years after secondary school that is described in much of the early transition research. What happens next? Did the employment picture improve with the passage of time? Perhaps youth were not eager to pursue postsecondary education immediately after secondary school, but turned to it later. Looking at youth with disabilities a few years later, it is difficult to ascertain whether the glass was filling or draining.

Taking a later look at youth with disabilities in transition is the purpose of the ongoing work of the NLTS, which has returned to a group of youth who in 1987 were out of secondary school no more than 2 years. They and/or their parents were interviewed again in 1990 when, as a group, they had been out of secondary school 3 to 5 years. By comparing the outcomes of these youth at the two points in time, much can be learned about how the transition process unfolded for them as time passed.

In several reports, the NLTS has described the experiences of youth in terms of specific outcome measures--the employment rate, the percentage of youth who were arrested, the frequency with which youth saw friends (see for example Wagner et al., 1991; Wagner et al., 1993). But an integrated picture of the whole of their experience cannot be drawn by concentrating only on its parts in isolation from each other. The fabric of youths' lives is a complex interweaving of their activities and experiences with work, school, family, friends, and living arrangements. This chapter attempts to draw a fuller picture of the lives of young people with disabilities--going beyond their individual activities to examine how their experiences with independence blend, how they sum up to make the whole.

The concept of independence has been defined in numerous ways (Racino, 1992). For example, Stoddard (1978, quoted in Fisher, 1989) considers independence to be the "ability to participate in society, to work, have a home, raise a family, and share the joys and responsibilities of community life" (p. 94). Hughes and Rusch (1992) imply that independence is synonymous with "individual competence...the independent performance of socially valued skills across multiple settings" (p. 209). Both of these efforts to define independence emphasize the multidimensional nature of the concept: independence encompasses multiple domains of a person's life.

Reflecting on this notion of independence, the NLTS has developed a measure of independence that encompasses the extent to which youth were functioning independently in three important domains:

- Engagement in work- or education-related activities outside the home. Were youth engaged in work, schooling, or job training? To what extent (i.e., full time, part time, volunteer work, sheltered jobs)?

- Residential arrangements. Were youth living independently? With family members? In institutions?

- Social activities. Were youth socially isolated-not seeing friends, belonging to groups, or establishing relationships through engagement or marriage?

The NLTS measure of youths' general independence captures the extent to which youth were independent across these domains (e.g., independent in engagement and residential domains vs. the engagement domain alone) and indicates how independently youth were functioning in a particular domain (e.g., whether youth were working full time for pay vs. doing volunteer work; whether youth were living independently or in supervised settings). The measure is conceptually ordinal; that is, it progresses logically from lesser to greater independence. Such an ordinal measure allows the charting of youths' movement over time as they increased, maintained, or decreased their general independence. Because of the intent of the NLTS to track youth longitudinally, the final criterion for developing a measure of independence was that it use data available at both time points of the NLTS, when youth had been out of school less than 2 years and again when they had been out of school 3 to 5 years. Hence, no data available only at the second time point (e.g., whether youth had children) were used in defining the categories of the measure.

LIFE PROFILES OF OUT-OF-SCHOOL YOUTH WITH DISABILITIES

The resulting NLTS measures of general independence are referred to as "life profiles," snapshots of the interrelated statuses of youth in the engagement, residential, and social domains. They are a priori clusters of experiences of youth that "hang together" both in the world and in NLTS data. An interactive process of defining profiles, fitting data, refining definitions, and conducting further analyses has produced a set of six profiles of youth with disabilities that capture a continuum of independence in the three domains of interest. These six profiles encompass the kinds of experiences described below and in table 3.1 (Wagner et al., 1993, Appendix C contains details of the construction of profiles). Figure 3.1 is a graphic depiction of each profile.

The profiles are:

Profile 1 *Youth were fully independent in all three domains.* This profile describes youth who were productively engaged full time outside the home, were living independently, and were socially active. In the engagement domain, table 3.1 indicates that the vast majority of youth who fit profile 1 (86%) were employed in competitive, full-time jobs when they had been out of secondary school 3 to 5 years. Another 6 percent worked competitively part time, in combination with either job training or postsecondary education. The majority of youth (74%) lived with a spouse or roommate, consistent with the high rate of marriage or living with persons of the opposite sex among youth who fit this profile (44%). Almost 4 in 10 youth whose experiences corresponded to this most

TABLE 3.1

Activities of Youth with Disabilities Out of Secondary School 3 to 5 Years

Youth Activities	Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active	Profile 6: Institution-alized
Engagement Domain						
Percentage of youth employed:						
Not at all	6.9 (3.0)	26.6 (4.1)	11.3 (5.9)	28.0 (7.1)	100.0 --	100.0 --
As volunteer only	1.4 (1.4)	2.1 (1.3)	1.0 (1.9)	10.9 (4.9)	.0 --	.0 --
In sheltered or supported work	.1 (.3)	2.0 (1.3)	.4 (1.2)	55.8 (7.8)	.0 --	.0 --
In part-time competitive work	6.1 (2.9)	14.2 (3.3)	72.6 (8.4)	5.3 (3.5)	.0 --	.0 --
In full-time competitive work	85.5 (4.2)	55.1 (4.6)	14.7 (6.7)	.0 --	.0 --	.0 --
Percentage of youth who were:						
Enrolled in a postsecondary school	12.4 (4.0)	7.9 (2.5)	1.3 (2.2)	1.6 (2.0)	.0 --	.0 --
Involved in job skills training	7.8 (3.3)	12.0 (3.1)	7.7 (5.2)	32.7 (7.6)	.0 --	.0 --

Table 3.1 (continued)

Youth Activities	Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active	Profile 6: Institution-alized
Residential Domain						
Percentage of youth living:						
Alone	19.9 (4.7)	7.1 (2.4)	4.5 (3.9)	.0 --	.0 --	.0 --
With spouse/roommate	73.8 (5.2)	29.1 (4.2)	7.9 (5.1)	.0 --	.0 --	.0 --
In a college dormitory/military housing	6.7 (3.0)	1.9 (1.3)	.2 (.9)	.0 --	.0 --	.0 --
With parent(s)/other family members	.0 --	59.0 (4.8)	85.5 (6.2)	80.4 (6.1)	97.4 (2.0)	.0 --
In a supervised group home	.0 --	1.3 (1.3)	1.8 (1.8)	18.5 (6.1)	.0 --	.0 --
In a hospital/facility for those with disabilities/correctional facility	.0 --	.0 --	.1 (.5)	.0 --	.0 --	99.3 (2.9)
In another setting	.0 --	1.8 (1.2)	.1 (.2)	1.1 (1.7)	2.6 (2.2)	.0 --

Table 3.1 (continued)

Youth Activities	Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active	Profile 6: Institution-alized
Social Domain						
Percentage of youth who were:						
Socially isolated[a]	.0 --	1.3 (1.1)	22.7 (8.4)	21.1 (6.5)	8.9 (4.4)	--
Married/living with someone of the opposite sex	44.0 (5.9)	19.5 (3.7)	1.5 (2.3)	2.2 (2.3)	11.1 (4.8)	.0 (.0)
Parents	39.2 (5.8)	24.6 (4.0)	13.2 (6.4)	1.9 (2.1)	18.8 (5.9)	11.8 (11.1)
n	349	657	139	239	285	37

[a] Saw friends less often than weekly, did not belong to social/community groups, and was not married or engaged.

Standard errors are in parentheses.

FIGURE 3.1

Profile Definitions

	Independent in engagement	Independent residentially	Independent socially	Partially independent in engagement[a]	Active in engagement with support[a]	Active residentially with support*	Institutionalized
Profile 1	★	★	★				
Profile 2	★	★					
	★		★				
		★	★				
Profile 3			■	★			
		★	■				
Profile 4			■		★		
			■			★	
Profile 5			■				
Profile 6			■				★

★ Characteristic necessary for inclusion into profile

■ Characteristic may be present, but not necessary for inclusion into profile

[a] Partial independence includes productive engagement without support that is not full time, such as a part-time competitive job or schooling. Active with support includes such activities as sheltered employment, which are not considered independent.

independent profile were parents (39%). Profile 1 incorporated 20 percent of youth with disabilities who had been out of secondary school 3 to 5 years.

Profile 2 *Youth were fully independent in two domains.* For example, youth were working competitively full time or were full-time students and were involved socially, but lived at home with parents (and thus were not independent in the residential domain). Alternatively, youth were married (socially independent) and lived with their spouses (residentially independent), but were not working or working less than full time (not fully engaged outside the home). Youth also could have been independent in the engagement and residential domains, but socially isolated.

Table 3.1 indicates that the two domains in which youth who fit this profile were most likely to be functioning independently were the social domain (virtually none were socially isolated) and the domain of productive engagement outside the home. In the latter area, 55 percent of youth whose experiences matched this profile were employed in full-time competitive jobs, a significantly lower percentage than for profile 1 (86%; p<.001). However, more than twice as many youth who fit profile 2 worked competitively part time than was true of profile 1 (14% vs. 6%; p<.10). Many students and job trainees combined these roles with part-time work, thereby earning a designation as fully productively engaged outside the home. Significantly fewer youth who fit this profile were living independently (38%) than was true for profile 1, a finding consistent with their lower marriage rate relative to profile 1 (20% vs. 44%; p<.001) and their lower rate of parenthood (25% vs. 39%; p<.05). This profile was the most common, including 43 percent of youth with disabilities who had been out of secondary school 3 to 5 years.

Profile 3 ***Youth were at least partially independent in the engagement domain or were living independently, but were not independent in more than one domain.*** For example, youth might have been working part time in competitive jobs or going to school part time, but did not live independently and were socially isolated. Alternatively, youth might have been living independently but were not engaged in competitive work or schooling and were socially isolated.

Table 3.1 indicates that this profile includes primarily youth who were working part time in competitive jobs (73%) and were living at home with parents (86%). More than 1 in 5 youth whose experiences matched this profile (23%) were socially isolated-not belonging to groups, seeing friends less often than weekly, and not being married or engaged. In this profile, 13 percent of youth were parents and virtually all of those parents were single. One in 12 youth with disabilities (8%) who had been out of secondary school 3 to 5 years had this profile.

Profile 4 *Youth were active, but needed support, in the engagement or residential domain and were not independent in either of them.* This profile includes youth who had volunteer, work-study, sheltered, or supported jobs, and who did not live independently. Also included are youth who lived in supervised group homes who did not have competitive jobs. They may or may not have been socially isolated.

As depicted in table 3.1, 56 percent of youth who fit this profile had found sheltered or supported work and 11 percent had volunteer jobs that took them into the community. Almost one-third of youth whose experiences corresponded to this profile were engaged in job training programs. Although most youth lived with family members (80%), 18 percent were living in supervised group homes.

One in 5 youth were socially isolated; virtually none were married or parents. Fewer than 1 in 10 youth (9%) had this profile 3 to 5 years after leaving secondary school.

Profile 5 *Youth were not active in either the engagement or residential domain, but were not living in an institution.* These youth were not involved in any work- or education-related activities outside the home, as shown in table 3.1, and generally lived with parents or other adult family members (97%). Despite their lack of involvement in work or school or in living situations outside their immediate families, only 9 percent of youth were socially isolated. Three to 5 years after leaving secondary school, 17 percent of youth had this profile.

Profile 6 *Youth were living in institutions.* These youth lived in hospitals, residential facilities for those with disabilities, or correctional facilities. By definition, they were uninvolved in the engagement domain. Table 1 indicates that 12 percent of institutionalized youth were parents. This profile fit 3 percent of youth with disabilities 3 to 5 years after secondary school.

This discussion shows the range of activities in which youth with each profile were involved. The status of youth on these measures was the basis for assignment to profiles. However, the nature of the experiences captured by the profiles is further illuminated if we understand better how youth with these profiles spent their days. A more subjective reporting of the activities that claimed youths' time is particularly important for youth whose experiences fit the less independent profiles--youth who did not spend a majority of their time working, going to school, or otherwise engaging in productive activities outside the home. Table 3.2 depicts

TABLE 3.2

How Youth with Disabilities Out of Secondary School 3 to 5 Years Spent Most of Their Time Recently[a]

Activities Taking Most of Youths' Time	Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active
Percentage of youth reported to have spent most of their time in the preceding few weeks:					
Working for pay	83.1 (4.5)	62.1 (4.6)	67.3 (9.1)	38.9 (7.7)	3.3 (2.8)
Going to school/in training program	16.2 (4.4)	10.6 (2.9)	2.2 (2.9)	14.4 (5.5)	.0 --
Raising children/keeping house/working around the house or farm	13.3 (4.0)	16.1 (4.0)	19.3 (7.5)	11.6 (5.0)	26.9 (7.0)
Looking for work	.3 (.6)	9.0 (2.7)	3.6 (3.6)	4.2 (3.2)	17.3 (5.9)
Doing volunteer work	1.7 (1.5)	1.0 (1.0)	3.2 (3.4)	1.7 (2.0)	.6 (1.2)
In organized program (not school/training)	.1 (.2)	.1 (.3)	1.0 (1.9)	10.0 (4.7)	2.2 (2.3)
In hospital/institution/correctional facility[b]	.1 (.4)	.7 (.8)	3.8 (3.7)	.3 (.9)	1.3 (1.9)
Going to recreation events/places/playing sports	7.4 (3.2)	8.6 (2.7)	14.9 (6.9)	10.2 (4.7)	13.1 (5.3)
Doing hobbies/crafts/creative activities	3.4 (2.1)	3.1 (1.6)	4.6 (4.1)	2.4 (2.4)	5.9 (3.7)

Table 3.2 (continued)

Activities Taking Most of Youths' Time	Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active
Interacting with friends/family members	2.4 (1.8)	11.6 (3.1)	9.5 (5.7)	6.0 (3.7)	25.3 (6.7)
Listening to music/watching TV/hanging out/doing nothing	8.8 (3.4)	13.6 (3.3)	20.7 (7.8)	22.2 (6.7)	45.3 (8.0)
n	672	140	256	308	

[a] Responses indicate how parents/youth reported youth spent "most of his/her time in the past few weeks."

[b] This item was not asked of respondents concerning youth in institutions (profile 6).

Standard errors are in parentheses.

reports of parents and/or youth regarding how the youth spent "most of his/her time in the past few weeks" at the time they had been out of secondary school 3 to 5 years.[2]

Logically, youth with more independent profiles were spending most of their time in productive activities outside the home, such as working for pay, which is consistent with the criterion that youth be fully productively engaged to achieve the more independent profiles. For example, 83 percent of youth with profile 1 (independent in three domains) were reported to have spent most of their time working, compared with 62 percent of youth with profile 2 (those independent in two domains; p<.01), and 39 percent of youth with profile 4 (youth who were active, but needed support; p<.001). Similarly, youth with the greatest independence (profile 1) were significantly more likely than those with profile 3 (at least partially independent in one domain) to have spent most of their time recently going to school or a training program (16% vs. 2%; p<.01).

Although they varied in their levels of engagement outside the home, youth with different profiles were similar in their involvement in productive activities within the home; the percentage of youth spending most of their time working around the house or farm and/or raising children ranged from 12 percent of those who fit profile 4 (active, not independent) to 27 percent of those with profile 5 (not active), not a statistically significant difference. This finding is somewhat contrary to expectations, given the significantly higher rate of marriage and parenthood among youth who fit profiles 1 and 2. Apparently, many of the more independent youth combined their roles as spouses and parents with forms of productive engagement outside the home, which, according to their report, commanded a majority of their time.

Youth who fit different profiles also were similar in the frequency of many other activities. An exception concerns the inactive youth who fit profile 5. Although these youth were somewhat more likely than others to have spent most of their time recently looking for work (17% vs. 4% for profile 4, for example; p<.10), they also were more likely than any other youth to have spent most of their time "listening to music," "watching TV," "hanging out," or "doing nothing" (45% of youth who fit profile 5, compared with 21 percent for profile 3, for example; p<.05). They also were somewhat more likely than others to have spent most of their time socializing with friends or family members (25% vs. 10% for profile 3, for example; p<.10). It is unknown whether the emphasis on social or passive modes of spending time among this group of youth was a matter of choice, or whether these were among the only activities open to them because of their disabilities. Regardless of the reason, these ways of spending time are unlikely to support youth in acquiring greater independence in the future.

An additional perspective on the kinds of experiences captured by the profiles is provided in table 3.3, which depicts the extent to which youth with each profile were reported by parents to be receiving services of various kinds. This focus on services may be particularly important in understanding the experiences of less independent youth. Involvement in services or therapies

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[2] This item was not asked about youth who were reported to be institutionalized because parents may not have known about the activities of youth in institutional environments.

TABLE 3.3

Services Reported Received by Youth with Disabilities Out of Secondary School 3 to 5 Years

Services Reported Received by Youth	Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active	Profile 6: Institution-alized
Percentage of youth whose parents reported they were receiving:						
Vocational assistance (e.g., job counseling, placement)	9.9 (3.7)	13.4 (3.2)	9.3 (5.5)	52.1 (8.1)	7.8 (4.1)	9.8 (11.1)
Occupational therapy/life skills training	.9 (1.2)	6.8 (2.4)	5.2 (4.2)	39.6 (8.0)	3.7 (2.9)	22.2 (15.2)
Tutor/reader/interpreter	4.5 (2.5)	7.4 (2.5)	5.5 (4.3)	14.4 (5.8)	8.9 (4.3)	11.5 (11.1)
Speech/language therapy	.8 (1.1)	1.7 (1.2)	1.0 (1.9)	5.3 (3.6)	.9 (1.5)	6.4 (8.5)
Personal counseling/therapy	2.3 (1.8)	7.4 (2.5)	8.3 (5.3)	20.9 (6.6)	2.9 (2.6)	32.3 (16.8)
Physical therapy/mobility training[a]	1.5 (3.1)	6.3 (3.5)	4.2 (4.8)	8.4 (4.9)	10.4 (4.9)	--
n	346	655	141	248	301	33

[a] The items related to physical therapy/mobility training were not asked of parents/youth if youth had only learning disabilities, speech impairments, hearing impairments or emotional disturbances; n=181, 415, 99, 226, 244, 26 for the six profiles.

Standard errors are in parentheses.

may be a dominant experience in the lives of some youth. To the extent that services can help youth achieve their potential for independence, involvement with them also may contain the seeds of movement toward greater independence in the future.

Table 3.3 indicates that generally only small minorities of youth who fit any of the profiles were receiving the services investigated by the NLTS. Exceptions to the relatively low level of service receipt were the 52 percent of youth who fit profile 4 who were reported to be receiving vocational assistance (e.g., job counseling, job placement, skills training) and the 40 percent of youth with that profile who were reported to be receiving occupational therapy or life skills training.

Further, there seems to be little relationship between levels of independence captured by the profiles and the extent to which youth were receiving services. For example, inactive youth who fit profile 5 were no more likely than the most independent youth who fit profile 1 to be receiving services that might support increased independence. The exception to this pattern is that services in general were somewhat more common among youth who fit profiles 4 (active, but with support) and 6 (institutionalized). The institutions, agencies, or programs with which these youth were connected (e.g., group homes or supported employment programs in the case of profile 4), may have provided them with these kinds of services.

These analyses have attempted to flesh out the experiences of youth with the six NLTS life profiles, which illuminate a broad picture of independence after secondary school. With this understanding of the experiences encompassed in each profile, questions can now be addressed of the extent to which youth exhibited these life profiles when they had been out of secondary school less than 2 years and then 3 years later, and the movement between profiles youth experienced over that time period.

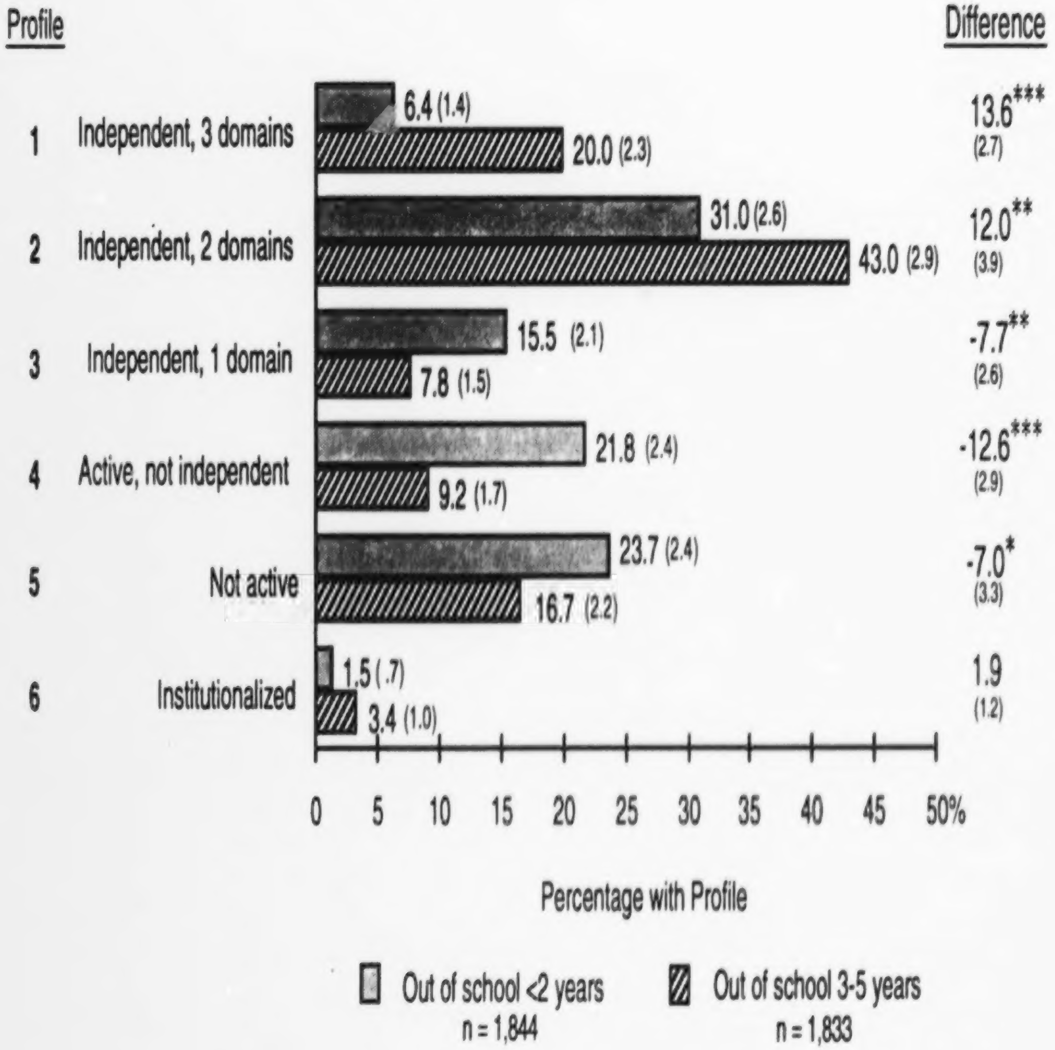
TRENDS IN THE DISTRIBUTION OF LIFE PROFILES

Figure 3.2 demonstrates significant shifts in the distribution of youth among the six profiles over the 3-year period encompassed by the NLTS. Overall, there was significant growth in the more independent profiles and corresponding decreases in the less independent profiles. The proportion of youth with the greatest independence (profile 1) increased 14 percentage points over the time period ($p<.001$). By the time youth had been out of secondary school 3 to 5 years, 20 percent of youth were fully independent in the engagement, residential, and social domains, compared with only 6 percent of youth when they had been out of school less than 2 years. Similarly, an increase of 12 percentage points was demonstrated for profile 2 (independent in two domains; $p<.01$). Profile 2 illustrates the most common cluster of experiences; 3 to 5 years after leaving secondary school, 43 percent of youth were independent in two of the three domains, compared with 31 percent 3 years earlier.

Significant decreases in profiles 3 (independent in either the engagement or residential domain), 4 (active, but not independent), and 5 (not active) were noted, ranging from 7 percentage points for profile 5 ($p<.05$) to 13 percentage points for profile 4 ($p<.001$). Only the percentage of youth who were institutionalized (profile 6) was relatively stable over time (2% and 3%).

FIGURE 3.2

Life Profiles of Youth with Disabilities



Standard errors are in parentheses.

$^{*}p < .05$, $^{**}p < .01$, $^{***}p < .001$

Trends in Life Profiles by Disability Category

The marked trend toward profiles characterized by greater independence was noted for youth in most disability categories, as shown in table 3.4. For example, the percentage of youth in profile 1, the most independent youth, increased significantly for all disability categories except those classified with multiple disabilities or deaf-blindness. Significant increases in the independence characterized by profile 1 ranged from 23 percentage points for youth with speech impairments (from 5% to 28%; $p<.01$) to almost 7 percentage points for youth with mental retardation (from 1% to 8%; $p<.05$). Significant increases in independence in two domains (profile 2) also were noted, ranging from 12 percentage points for youth with learning disabilities or mental retardation ($p<.05$) to 25 percentage points for youth with orthopedic impairments ($p<.01$).

These gains in independent profiles were accompanied by declines in less independent profiles. For example, there were declines in all disability categories in the percentage of youth in profile 4, youth who were active outside the home but not independent in either the engagement or residential domain. Significant declines ranged from 12 percentage points for youth classified with mental retardation ($p<.05$) to 19 percentage points for those who had visual impairments ($p<.01$). Consistent but smaller declines also were noted for youth who were at least partially independent in one domain (profile 3) and for inactive youth (profile 5). The percentage of youth living in institutions did not change significantly for any category of youth.

Profile 2 (independent in two domains) was the predominant pattern of experience 3 to 5 years after secondary school for youth in all disability categories except those classified with multiple disabilities or deaf-blindness. Despite this predominance of profile 2 in most disability categories, there were significant differences among categories in the extent to which youth fit other profiles. For example, more than one-fourth of youth with learning disabilities (27%) or speech or visual impairments (28%) had achieved the degree of independence entailed in profile 1 when they had been out of secondary school 3 to 5 years. In contrast, only about 1 in 6 youth classified with serious emotional disturbance, orthopedic impairments, or other health impairments fit profile 1, as did only 5 percent and 6 percent of youth classified with multiple disabilities or deaf-blindness, respectively. Profiles 4 (active, not independent) and 5 (not active) dominated the latter two disability categories.

Profile 6, youth living in institutions, was fairly rare for youth in most disability categories. However, 7 percent of youth with deaf-blindness, 10 percent of those with serious emotional disturbance, and 11 percent of those with multiple disabilities lived in institutions 3 to 5 years after secondary school. Despite similar percentages of youth who fit profile 6 among those with serious emotional disturbance and those with multiple disabilities, the types of facilities in which they lived differed. The majority of youth with profile 6 who were classified with serious emotional disturbance were living in correctional facilities, whereas the majority of those with multiple disabilities were in hospitals or facilities for those with disabilities.

TABLE 3.4

Life Profiles of Youth with Disabilities, by Disability Category (Percentage)

Life Profiles	All Conditions	Primary Disability Category										
		Specific Learning Disabilities	Emotional Disturbance	Speech Impairments	Mental Retardation	Visual Impairments	Hard of Hearing	Deafness	Orthopedic Impairments	Other Health Impairments	Multiple Disabilities	Deaf-Blindness
Less than 2 years after secondary school, youth were:												
1 independent, 3 domains	6.4 (1.4)	10.2 (2.8)	2.9 (1.9)	4.8 (3.1)	1.2 (1.1)	7.5 (3.4)	7.7 (4.0)	8.1 (2.8)	3.3 (2.7)	.0 (.0)	.0 (.0)	3.0 (4.0)
2 independent, 2 domains	31.0 (2.6)	37.7 (4.4)	31.0 (5.3)	33.5 (6.8)	18.2 (4.0)	30.5 (5.9)	40.4 (7.3)	36.1 (5.0)	12.1 (4.8)	39.3 (9.5)	14.2 (6.2)	12.2 (7.7)
3 independent, 1 domain	15.5 (2.1)	15.8 (3.3)	21.5 (4.7)	18.0 (5.5)	13.1 (3.5)	8.0 (3.5)	13.5 (5.1)	10.3 (3.2)	12.4 (4.9)	11.8 (6.3)	3.9 (3.4)	9.6 (6.9)
4 active, not independent	21.8 (2.4)	16.7 (3.4)	15.2 (4.1)	20.4 (5.8)	34.5 (4.9)	30.9 (5.9)	21.8 (6.1)	22.2 (4.3)	26.5 (6.5)	22.4 (8.1)	35.2 (8.5)	39.1 (11.4)
5 not active	23.7 (2.4)	19.6 (3.6)	24.7 (5.0)	21.8 (6.0)	30.5 (4.7)	22.5 (5.9)	16.2 (5.5)	22.7 (4.4)	43.8 (7.3)	26.5 (8.6)	30.3 (8.2)	27.5 (10.5)
6 institutionalized	1.5 (.7)	.0 (.0)	4.8 (2.5)	1.4 (1.7)	2.5 (1.6)	.6 (1.0)	.4 (1.0)	.7 (.8)	1.9 (2.0)	.0 (.0)	16.4 (6.6)	8.6 (6.6)
n	1,844	327	207	127	258	166	143	243	157	79	104	33
3 to 5 years after secondary school, youth were:												
1 independent, 3 domains	20.0 (2.3)	26.8 (4.1)	16.2 (4.3)	27.6 (6.4)	7.7 (2.8)	28.5 (5.6)	20.1 (6.1)	22.8 (4.4)	14.7 (5.2)	16.5 (7.0)	5.1 (4.0)	5.8 (5.5)
2 independent, 2 domains	43.0 (2.9)	49.9 (4.6)	45.7 (5.8)	35.2 (6.9)	30.1 (4.7)	35.5 (5.9)	48.9 (7.7)	42.5 (5.1)	37.1 (7.2)	43.8 (9.3)	18.9 (7.1)	13.2 (8.0)
3 independent, 1 domain	7.8 (1.5)	7.2 (2.4)	6.7 (2.9)	15.8 (5.2)	9.0 (3.0)	5.8 (2.9)	6.3 (3.7)	10.3 (3.2)	3.1 (2.6)	8.1 (5.1)	2.1 (2.6)	8.7 (6.7)
4 active, not independent	9.2 (1.7)	2.8 (1.5)	7.2 (3.0)	4.2 (2.9)	22.0 (4.3)	11.6 (4.0)	7.7 (4.1)	5.2 (2.3)	15.8 (5.4)	14.5 (6.6)	33.1 (8.5)	33.2 (11.1)
5 not active	16.7 (2.2)	11.6 (2.9)	14.0 (4.0)	14.0 (5.0)	27.3 (4.6)	18.0 (4.8)	17.0 (5.7)	16.3 (3.8)	28.3 (6.7)	17.0 (7.0)	29.5 (8.2)	31.8 (11.0)
6 institutionalized	3.4 (1.0)	1.7 (1.2)	10.3 (3.5)	3.1 (2.5)	3.9 (2.0)	.6 (1.0)	.0 (.0)	2.7 (1.7)	1.1 (1.5)	.1 (.4)	11.3 (5.7)	7.3 (6.2)
n	1,833	325	190	127	263	172	140	244	156	84	100	32

Table 3.4 (continued)

Life Profiles	All Conditions	Primary Disability Category										
		Specific Learning Disabilities	Emotional Disturbance	Speech Impairments	Mental Retardation	Visual Impairments	Hard of Hearing	Deafness	Orthopedic Impairments	Other Health Impairments	Multiple Disabilities	Deaf-Blindness
Difference between <2 and 3-5 years after high school in life profiles:												
1 independent, 3 domains	13.6***	16.6***	13.3***	22.8**	6.5*	21.0**	12.4'	14.7**	11.4*	16.5*	5.1	2.8
	(2.7)	(5.0)	(4.7)	(7.1)	(3.0)	(6.6)	(7.3)	(5.2)	(5.9)	(7.0)	(4.0)	(6.8)
2 independent, 2 domains	12.0**	12.2*	14.7'	1.7	11.9*	5.0	8.5	6.4	25.0**	4.5	4.7	1.0
	(3.9)	(6.4)	(7.9)	(9.7)	(6.2)	(8.3)	(10.6)	(7.1)	(8.7)	(13.3)	(9.4)	(11.1)
3 independent, 1 domain	-7.7	-8.6*	-14.8**	-2.2	-4.1	-2.2	-7.2	.0	-9.3'	-3.7	-1.8	-.9
	(2.6)	(4.1)	(5.5)	(7.6)	(4.6)	(4.5)	(6.3)	(4.5)	(5.5)	(8.1)	(4.3)	(9.6)
4 active, not independent	-12.6***	-13.9***	-8.0	-16.2*	-12.5*	-19.3**	-14.1*	-17.0***	-10.7	-7.9	-2.1	-5.9
	(2.9)	(3.7)	(5.1)	(6.5)	(6.5)	(7.1)	(7.3)	(4.9)	(8.5)	(10.4)	(12.0)	(15.9)
5 not active	-7.0*	-8.0'	-10.7'	-7.8	-3.2	-4.5	0.8	-6.4	-15.5	-9.5	-.8	4.3
	(3.3)	(4.6)	(6.4)	(7.8)	(6.6)	(7.6)	(7.9)	(5.8)	(9.9)	(11.1)	(11.6)	(15.2)
6 institutionalized	1.9	1.7	5.5	1.7	1.4	.0	-.4	2.0	-.8	-.1	-5.1	-1.3
	(1.2)	(1.2)	(4.3)	(3.0)	(2.6)	(1.4)	(1.0)	(1.9)	(2.5)	(.4)	(8.7)	(9.1)

Standard errors are in parentheses.

' p<.10, * p<.05, ** p<.01, *** p<.001.

Life Profile Trends of Graduates and Dropouts with Disabilities

Parents, educators, and policy makers are expressing increasing concern about students who choose to leave school without graduating. Although the dropout rate has declined markedly through this century and has been relatively stable in the past decade, the consequences of dropping out have become more severe. For example, the William T. Grant Foundation on Work, Family, and Citizenship (1988) suggests that high school dropouts suffer more unemployment than all other groups of young people.

Earlier transition research regarding youth with disabilities, including work by the NLTS (Wagner, 1991) suggests that the rate at which youth with disabilities dropped out of school exceeded that of youth in the general population. Figure 3.3 suggests that consequences of choosing to leave school without graduating are reflected in the level of independence youth with disabilities achieved in the early years after high school.

Graduates experienced large and significant gains in the most independent profiles over the 3-year period, with an increase of 20 percentage points in profile 1 (from 5% to 25%; $p<.001$) and 10 percentage points in profile 2 (from 36% to 46%; $p<.05$). Less independent profiles, 3 through 5, had corresponding significant declines, ranging from 8 percentage points for profile 3 ($p<.01$) to 13 percentage points for profile 4 ($p<.001$).

Although dropouts had patterns of decline similar to those of graduates in the less independent profiles 3 through 5 (e.g., 9 percentage points for profile 3, $p<.10$, and 13 percentage points for profile 4, $p<.05$), most of the corresponding increase in independence for dropouts was in profile 2 (independent in two domains-18 percentage points, $p<.01$), with no significant increase in profile 1 to match that experienced by graduates.

With these changes over time, graduates evolved a different distribution of profiles 3 to 5 years after secondary school relative to dropouts. Whereas in the early years after secondary school, there were no significant differences in the distribution of profiles for the two groups, 3 years later, graduates had significantly more youth who fit profile 1 than did dropouts (25% vs. 14%; $p<.05$). Further, graduates were significantly less likely than dropouts to be inactive (profile 5-12% vs. 22%; $p<.10$) or institutionalized (profile 6-<1% vs. 8%; $p<.05$). The benefits of increased education among graduates may have been emerging in the form of higher levels of general independence relative to dropouts.

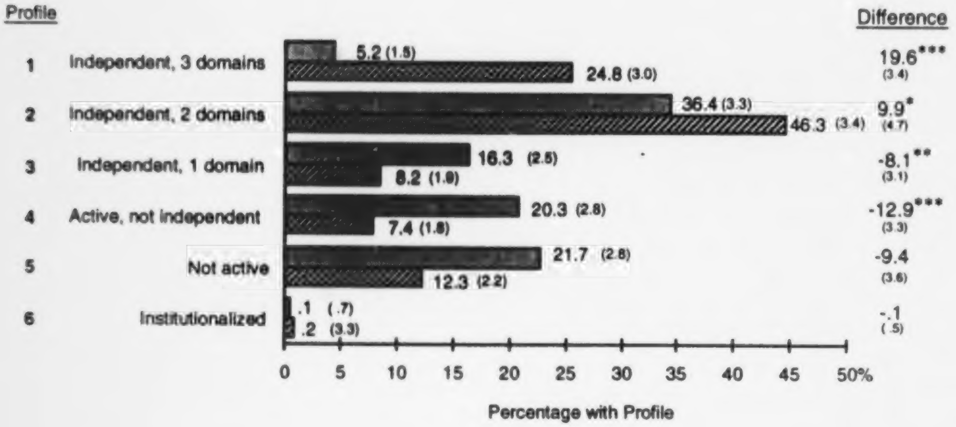
Movement Between Life Profiles Over Time

A second view of the evolution of the life profiles of out-of-school youth with disabilities is obtained by examining the movement of youth between profiles over the time period studied in the NLTS. Patterns of movement include: (1) maintaining full independence (profile 1) over time; (2) moving upward in the ordinal scale of profiles (e.g., from profile 2 to 1, from profile 4 to 2); (3) maintaining the same moderately independent profile at the two time points (either profile 2 or 3); (4) moving to a less independent profile (e.g., from profile 2 to 3, from 1 to 6); and (5) maintaining a low level of independence at the two time points (profile 4, 5, or 6).

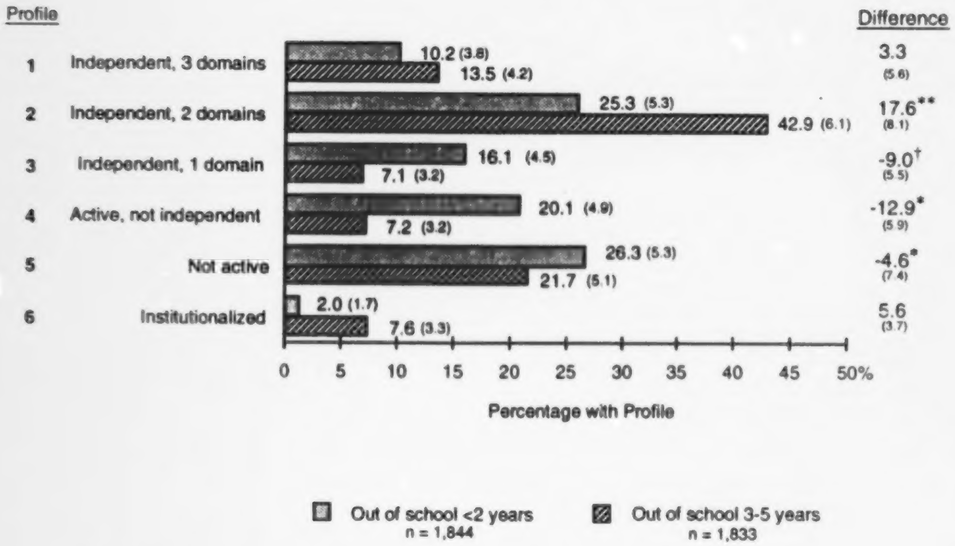
FIGURE 3.3

Life Profiles of Graduates and Dropouts with Disabilities

SECONDARY SCHOOL GRADUATES



SECONDARY SCHOOL DROPOUTS



Standard errors are in parentheses.

† p < .10, * p < .05, ** p < .01, *** p < .001

The changes in the aggregate distributions of most profiles shown earlier in figure 3.2 are mirrored in the high level of fluctuation in the profiles youth had at the two points in time, dominated by a movement toward greater independence. One-half of the youth increased their level of independence by moving to a profile one or more steps up the scale. Only 4 percent of youth were fully independent (profile 1) at both points in time and 16 percent maintained a moderate level of independence (profile 2 or 3). Overall, 18 percent of youth declined in their level of independence, moving down the scale of profiles one or more steps, and 12 percent of youth were stable over time at a low level of independence (profiles 4 through 6).

Disability Characteristics and Fluctuations in Life Profiles

As with all other outcomes considered by the NLTS, the distribution of youth among profiles was distinguished according to their primary disability category. However, the labels that distinguish disability categories mask a tremendous amount of variation in abilities of the youth who share the same categorical labels (Marder & Cox, 1991). Because it may not be the nature or label of the disability, but youths' functional abilities that relate to their movement toward greater or less independence, we also consider here the relationship of movement between profiles and three measures of youths' functional abilities (Wagner et al., 1993, Appendix C has details regarding the creation of these measures).

One measure of functional skills relates to the self-care abilities of youth. Parents were asked to rate their children's ability to perform three basic self-care tasks on their own without help: dress themselves completely, feed themselves, and get around to places outside the house, such as to a neighbor's house or a nearby park. Parents rated youths' abilities on each task on a 4-point scale ranging from "very well" (4 points) to "not at all well" (1 point). The ratings were summed to create a scale ranging from 3 (all three tasks done "not at all well") to 12 (all three tasks done "very well").

A similar scale was created to measure parent ratings of youths' abilities to perform four basic functional mental skills: read common signs, count change, tell time on a clock with hands, and look up telephone numbers and use the phone. Parent ratings on a 4-point scale were summed to create a scale ranging from 4 (all four tasks done "not at all well") to 16 (all four tasks done "very well").

A third scale measured parent assessments of youths' abilities to function in the community. They rated youth on their ability to: go to a library or community swimming pool, use public transportation, buy their own clothes at a store, and arrange a plane or train trip to go out of town. If youth did not have the opportunity to perform any of these tasks, parents were instructed to assess how well they thought youth could do the activities if given the opportunity. Ratings on a 4-point scale were summed to create a measure of community living skills that ranged from 4 (all four tasks done "not at all well") to 16 (all four tasks done "very well").

Table 3.5 displays the extent to which youth moved toward more or less independent profiles or retained the same profile over the time period, and how those patterns of movement varied for youth with different disability characteristics and levels of functional ability.

Relatively few youth in any disability category were fully independent (profile 1) at both points in time. However, among youth in six disability categories, more than half of youth either were fully independent or moved toward greater independence over time, including those with learning disabilities; serious emotional disturbance; and speech, visual, or orthopedic impairments; and youth who were deaf. The category of youth with hearing impairments or those classified with other health impairments or mental retardation also had relatively large percentages of youth who increased their levels of independence (44% and 46%). Youth with multiple disabilities or deaf-blindness had a different pattern, with more than half of youth in those categories moving toward less independence or maintaining a relatively low level of independence (profile 4, 5, or 6) over time.

Table 3.5 demonstrates the strong relationship between functional abilities and the pattern of life profiles achieved by out-of-school youth with disabilities. On all three measures of ability, more than half of those given high scores either were fully independent (profile 1) at both time points or increased in independence over time, whereas more than half of those with low abilities either decreased their level of general independence or maintained a low level of independence over time. For example, 56 percent of youth with high functional mental skills either fit profile 1 at both points or moved toward greater independence. In contrast, 54 percent of youth with low functional mental skills either decreased independence or maintained a low level of independence (profiles 4 through 6).

It is heartening to note, however, that even among youth with low abilities on these scales, a large fraction of youth moved toward greater independence. More than 4 in 10 youth with low self-care skills or low community living skills increased their independence, as did 34 percent of youth with low functional mental skills. On the other hand, high abilities are no guarantee of independence; 9 percent of those with high self-care skills, 6 percent of those with high functional mental skills, and 5 percent of those with high community living skills maintained relatively low levels of independence over time.

School Leaving Status and Fluctuations in Life Profiles

High school graduates with disabilities demonstrated a more positive pattern of profiles than dropouts over time (table 3.6). For example, a larger proportion of graduates than dropouts moved toward greater independence, more maintained moderate independence, and fewer experienced a decline or maintained a low level of independence. Although none of these individual comparisons is statistically significant, the pattern of differences suggests the positive contribution of a high school diploma to greater independence as youth age.

TABLE 3.5

Fluctuation in Life Profiles of Youth with Disabilities, by Youth Characteristics

	Percentage of Youth Who:					
Youth Characteristics	Were Fully Independent (Profile 1) at Both Times	Moved Toward Greater Independence	Were Stable, Moderate Independence (Profiles 2-3)	Moved Toward Less Independence	Were Stable, Low Independence (Profiles 4-6)	n
All youth	4.0	50.0	16.0	18.3	11.6	1,706
	(1.2)	(3.0)	(2.2)	(2.3)	(1.9)	
Primary disability category						
Specific learning disabilities	6.6	51.7	19.9	14.5	7.3	305
	(2.3)	(4.7)	(3.8)	(3.3)	(2.4)	
Emotional disturbance	1.2	52.3	15.7	24.3	6.5	178
	(1.3)	(6.1)	(4.4)	(5.2)	(3.0)	
Speech impairments	2.8	53.4	17.4	19.4	7.0	118
	(2.5)	(7.5)	(5.7)	(5.9)	(3.8)	
Mental retardation	.6	46.1	8.2	23.8	21.4	242
	(.8)	(5.3)	(2.9)	(4.5)	(4.4)	
Visual impairments	5.3	52.6	13.0	19.3	9.8	159
	(3.0)	(6.6)	(4.4)	(5.2)	(3.9)	
Hearing impairments	1.6	43.9	27.6	20.7	6.2	132
	(2.0)	(7.8)	(7.0)	(6.3)	(3.8)	
Deafness	3.6	49.0	18.2	25.7	3.4	233
	(2.0)	(5.3)	(4.1)	(4.7)	(1.9)	
Orthopedic impairments	.7	51.3	6.2	9.9	31.8	143
	(1.3)	(7.8)	(3.8)	(4.7)	(7.2)	
Other health impairments	.0	45.9	26.6	9.6	17.9	73
	--	(10.2)	(9.0)	(6.0)	(7.8)	
Multiple disabilities	.0	30.6	2.3	25.2	41.9	92
	--	(8.8)	(2.8)	(8.3)	(9.4)	
Deaf-blindness	.0	25.2	11.6	18.6	44.6	31
	--	(10.5)	(7.7)	(9.4)	(12.0)	

Table 3.5 (continued)

Youth Characteristics	Were Fully Independent (Profile 1) at Both Times	Moved Toward Greater Independence	Were Stable, Moderate Independence (Profiles 2-3)	Moved Toward Less Independence	Were Stable, Low Independence (Profiles 4-6)	n
	Percentage of Youth Who:					
Youth's self-care abilities were:						
High (11 to 12)	4.2 (1.3)	50.9 (3.2)	17.3 (2.4)	18.4 (2.5)	9.2 (1.9)	1,367
Medium (8 to 10)	.4 (1.1)	34.4 (8.7)	2.7 (3.0)	16.7 (6.8)	45.9 (9.1)	209
Low (3 to 7)	.0 --	44.6 (10.8)	.8 (2.0)	25.4 (9.5)	29.2 (9.9)	85
Youth's functional mental skills were:						
High (15 or 16)	2.7 (1.3)	53.2 (4.0)	19.7 (3.2)	18.5 (3.1)	5.9 (1.9)	859
Medium (9 to 14)	6.9 (2.6)	44.1 (5.0)	12.4 (3.3)	19.2 (4.0)	17.5 (3.9)	598
Low (4 to 8)	3.0 (3.2)	34.5 (9.1)	8.5 (5.3)	17.3 (7.2)	36.8 (9.2)	171
Youth's community living skills were:						
High (15 or 16)	5.0 (1.8)	55.4 (4.2)	19.7 (3.4)	14.9 (3.0)	4.9 (1.8)	758
Medium (9 to 14)	1.6 (1.4)	40.1 (5.3)	14.9 (3.8)	28.5 (4.9)	14.9 (3.8)	508
Low (4 to 8)	.0 --	41.9 (7.3)	.7 (1.3)	16.7 (5.6)	40.7 (7.3)	269

[a] Self-care abilities: Parents rated on a 4-point scale youths' abilities to dress themselves, feed themselves, and get around to nearby places outside the house. Scores were summed to create a scale ranging from 3 to 12.

Functional mental skills: Parents rated on a 4-point scale youths' abilities to read common signs, count change, tell time on a clock with hands, and look up telephone numbers and use the phone. Scores were summed to create a scale ranging from 4 to 16.

Community living skills: Parents rated on a 4-point scale youths' abilities to go to a library or community swimming pool, use public transportation, buy their own clothes at a store, and arrange a plane or train trip to go out of town. Scores were summed to create a scale ranging from 4 to 16.

Standard errors are in parentheses.

TABLE 3.6

Fluctuation in Life Profiles of Graduates and Dropouts with Disabilities

Change in Profiles	Youth Left School by:	
	Graduating	Dropping Out
Percentage of youth who:		
Were fully independent (profile 1) at both times[*]	3.4 (1.3)	5.8 (3.0)
Moved toward greater independence	53.8 (3.5)	44.8 (6.4)
Were stable and moderately independent (profiles 2 or 3)	18.5 (2.7)	12.1 (4.2)
Moved toward less independence	15.3 (2.5)	23.3 (5.4)
Were stable with low independence (profiles 4 through 6)	8.9 (2.0)	14.0 (4.5)
n	1,169	246

[*] Life profiles were created when youth were out of school up to 2 years and when they had been out of school 3 to 5 years.

Standard errors are in parentheses.

Finally, table 3.7 suggests some of the changes in youths' experiences that related to their fluctuation in life profiles. Changes in employment status were significant contributors to movement among profiles. Youth who were competitively employed when they were out of school less than 2 years, but not 3 years later, were significantly more likely than any other youth to have moved over time to profiles characterized by less independence (54%). In contrast, virtually all those who became competitively employed fit more independent profiles as a consequence (92%). Only 13 percent of youth who were competitively employed at both time points lost independence over time.

TABLE 3.7

Fluctuation in Life Profiles of Youth with Disabilities, by Changes in Youth Experiences

Youth Experiences	Percentage of Youth Who: Were Fully Independent (Profile 1) at Both Times	Moved Toward Greater Independence	Were Stable, Moderate Independence (Profiles 2-3)	Moved Toward Less Independence	Were Stable, Low Independence (Profiles 4-6)	n
Employment pattern						
Worked competitively at neither time	.1 (.3)	41.0 (5.6)	3.6 (2.1)	17.3 (4.3)	38.0 (5.5)	682
Became unemployed	.2 (.8)	22.8 (6.8)	22.6 (6.8)	54.4 (8.1)	.0 --	209
Became competitively employed	1.5 (1.6)	92.4 (3.5)	3.7 (2.5)	1.2 (1.4)	1.2 (1.4)	303
Worked competitively at both times	10.8 (3.1)	43.1 (4.9)	33.5 (4.7)	12.6 (3.3)	.0 --	475
Residential living pattern						
Lived independently at neither time	.0 --	38.6 (3.8)	17.4 (3.0)	24.4 (3.4)	19.6 (3.1)	1,025
Lost residential independence	.0 --	6.1 (7.0)	24.7 (12.6)	69.3 (13.4)	.0 --	61
Gained residential independence	.0 --	85.3 (3.8)	14.2 (3.7)	.6 (.8)	.0 --	475
Lived independently at both times	46.9 (11.4)	21.4 (9.3)	11.6 (7.3)	20.1 (9.1)	.0 --	137

Standard errors are in parentheses.

Similarly, losing residential independence was an event that moved a majority of youth who experienced it toward less independent profiles (69%). Conversely, gaining residential independence moved the majority of those youth (85%) toward greater overall independence.

SUMMARY AND IMPLICATIONS

This chapter has explored a new approach to measuring the independence of out-of-school youth with disabilities. Life profiles assess the degree of independence of young people with disabilities in the productive engagement, residential, and social domains. Analyses of these profiles demonstrate a significant movement toward greater general independence for youth with disabilities overall, and for youth in many disability categories. By the time youth had been out of secondary school 3 to 5 years, 20 percent of youth had the most independent profile, depicting youth who were functioning independently in all three domains; another 43 percent of youth had profile 2, functioning independently in two of the domains addressed by the profiles. These figures bespeak true accomplishments for many youth.

However, this good news must be tempered with a caution. Profile 1 implies the greatest independence captured by life profiles, but one should not be tempted to consider it a sufficient achievement for young people moving into adulthood. The full-time productive engagement outside the home that was common for the most independent youth still frequently meant working at relatively low-skill and low-paying jobs. Full-time workers earning the median wage for youth with disabilities out of school 3 to 5 years would still earned an annual income of less than $12,000, enough to ensure poverty for a young family of three if they relied on that salary alone for support. By this outward measure of financial independence, many youth must continue to work toward more than the independence captured even by profile 1.

By inward measures, too, the independence entailed in the profiles may not be a sufficient achievement for youth with disabilities if they have the desire and potential for continued movement forward. However, some youth may need support to realize their potential for greater independence. Parents of youth with disabilities who were not currently receiving various services at the time youth had been out of school 3 to 5 years were asked if they believed youth needed those services. Table 3.8 suggests that there are unmet needs for support services even among youth who, by the life profiles we have developed, have achieved the fullest degree of independence. For example, among the most independent youth, those with profile 1, one-fourth of unserved youth were perceived by parents to be in need of vocational assistance, in the form of further training, job counseling, or job placement assistance. One in five unserved youth with the most independent profile still were reported by parents to need occupational therapy or life skills training for their future development.

Levels of unmet need were generally higher for youth with less independent profiles. For example, reported levels of need were lowest in all cases for youth with profile 1 and were highest for all of the services for youth with profiles 5 or 6, although differences were not always statistically significant.

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TABLE 3.8

Services Reported Needed by Youth with Disabilities Out of Secondary School 3 to 5 Years

Services Reported Needed by Youth	3 to 5 Years After Secondary School, Youth Had Profile: Profile 1: Independent, 3 Domains	Profile 2: Independent, 2 Domains	Profile 3: Independent, 1 Domain	Profile 4: Active, Not Independent	Profile 5: Not Active	Profile 6: Institutionalized
Percentage of youth not receiving the services whose parents reported that the youth needed them:						
Vocational assistance	25.5 (5.9)	43.3 (5.1)	56.1 (10.7)	43.0 (11.4)	61.2 (7.9)	79.5 (14.6)
	n=271	n=519	n=110	n=129	n=274	n=35
Occupational therapy/life skills training	19.9 (5.0)	28.3 (4.4)	38.4 (10.0)	42.1 (10.8)	51.9 (8.0)	--
	n=328	n=584	n=118	n=151	n=280	n=24
Tutor/reader/interpreter	10.8 (4.0)	24.8 (4.2)	24.9 (8.6)	33.3 (8.4)	35.8 (7.6)	45.0 (18.5)
	n=277	n=562	n=123	n=201	n=273	n=31
Speech/language therapy	5.4 (2.8)	12.4 (3.2)	11.4 (6.2)	27.5 (7.6)	18.3 (6.0)	34.0 (17.4)
	n=331	n=625	n=129	n=211	n=285	n=31
Personal counseling/therapy	15.6 (4.6)	21.4 (4.1)	20.5 (8.3)	28.3 (8.1)	40.4 (7.9)	--
	n=317	n=592	n=123	n=190	n=276	n=27
Physical therapy/mobility training[a]	4.2 (5.3)	17.7 (5.8)	8.3 (6.8)	16.4 (7.0)	27.6 (7.4)	--
	n=69	n=381	n=90	n=187	n=212	n=16

[a] Questions regarding physical therapy/mobility training were not asked of parents if youth had only learning disabilities, emotional disturbance, hearing impairments, or speech impairments. Hence, the sample sizes for this question are smaller than for other services.

Note: Percentages are provided only for groups of at least 30 youth.

Standard errors are in parentheses.

We do not know to what extent parents' perceptions of their young adult children's needs reflect "true" need for services. Their perceptions of need, do however suggest that parents believe their children had the potential for greater independence than they had thus far achieved and that support services were needed to translate that potential into accomplishment. This appeared to be most true for youth who had achieved the least independence thus far, particularly those with profile 5. As was demonstrated early in this chapter, these youth not only were least engaged outside the home but also were less likely to be spending their time in activities that might lead to future independence and were no more likely than other youth to be receiving many kinds of services to further their independence, although services were perceived by parents to be needed. Without intervention by the adult service system, prospects for increased independence for these youth appear dim.

In short, current levels of independence translate into continued financial dependence for many youth. Current levels of independence may also fail to tap the full degree of independence of which youth are capable, given appropriate support. Both these facts imply that many youth will be continuing to strive for greater independence in the future.

The information presented in this chapter provides a compelling statement of the need to improve the outcomes of youth with disabilities. The statutory requirement to include transition services in a youth's individualized education plan, added by the 1990 Amendments to EHA, highlights the importance of individualized planning and implementation of specific activities for students with disabilities as they reach adolescence. These mandated services direct educator's attention to the importance of focusing on outcomes and the preparedness of youth to assume productive adult lives. IDEA now provides for a number of specific activities, to be updated annually, which are defined as *transition services*. These services are to be made available to all students age 16 and older, age 14 or younger if appropriate. Section 602 of IDEA defines transition services as:

> a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. §1401(a)(19)).

To assist States in implementing these requirements, statewide transition systems grants have been awarded to 24 States. (See table 3.9 for a list of the States that have received awards.) As the transition requirements continue to be implemented, OSEP expects improvements in the secondary transition outcomes for youth with disabilities.

TABLE 3.9

Recipients of OSEP Transition System Change Grants
in FY 1991 and FY 1992

FY 1991	FY 1992
Arkansas Department of Education	Connecticut State Department of Education
California Department of Education	Hawaii Department of Education
Iowa Department of Education	Kansas State Board of Education
Maine Department of Education	Kentucky Department of Education
Minnesota Department of Education	Massachusetts Department of Education
Nebraska Department of Education	New Mexico State Department of Education
New Hampshire Department of Education	North Carolina Department of Public Instruction
New York State Education Department	North Dakota Department of Public Instruction
Rocky Mountain Resource and Training Institute	Oregon Department of Education
Texas Education Agency	Virginia Department of Education
Utah State Office of Education	State of Washington, Superintendent of Public Instruction
Vermont Department of Education	West Virginia Department of Education

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CHAPTER 4

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

When it enacted the Education of the Handicapped Act (EHA), now the Individuals with Disabilities Education Act (IDEA), Congress assigned the responsibility for providing a free appropriate public education to all children with disabilities to State and local governments. State educational agencies and local school districts are aided in implementing the nation's special education mandates through financial assistance, monitoring oversight, policy support and technical assistance. This chapter describes: (1) the efforts of the Federal government to assist States and localities in implementing special education and related services, with particular attention to the role of the Department's Office of Special Education Programs (OSEP) during FY 1992; and (2) OSEP's recent efforts to design and improve program planning for the discretionary programs funded under IDEA.

The primary responsibilities of OSEP have not changed since the inception of EHA. Among these responsibilities, OSEP carries out the requirements of IDEA "to assess and assure the effectiveness of efforts to educate children with disabilities," "to assess progress in implementing the Act," and "to assess the impact and effectiveness of State and local efforts ... to provide ... free appropriate public education" (20 U.S.C. 1401(c), and 1418(a)(1)-(2)).

Activities undertaken in FY 1992 to carry out these responsibilities are described in the first section of the chapter. Since these Federal compliance and oversight activities must keep pace with changes in the law and its implementation, the methods by which information is collected and the procedures employed by OSEP to evaluate this information are continuously examined, and necessary refinements to these systems made. This first section also provides an overview of OSEP's recent initiatives to improve Federal monitoring.

The chapter also describes two Federal formula grant programs to assist State and local educational agencies in meeting the requirements of the Act. These programs are the State Grant Program of IDEA, Part B and Chapter 1 of the Elementary and Secondary Education Act (ESEA), State Operated or Supported Programs (SOP) for children with disabilities. The IDEA Program for Infants and Toddlers with Disabilities (Part H) and the IDEA Preschool Grants Program (20 U.S.C. §1419), two other formula grant programs providing financial assistance to States, are described in Chapter 2.

The chapter concludes with a description of OSEP's recent efforts to design and implement program planning procedures to improve educational outcomes for children and youth with disabilities. The IDEA was amended in 1990 requiring the Department of Education to undertake activities to involve interested and knowledgeable members of the community--teachers, administrators, persons with disabilities, parents, researchers, and others--in the development and evaluation of plans for the implementation of the Act's discretionary programs. Underlying this requirement was a commitment to the value of the combined efforts of Federal program administrators and experienced State and local-level individuals, in designing and refining program goals and objectives, to respond to current and emerging educational needs of children and youth with disabilities. This section of the chapter describes the planning process being used for a number of discretionary programs authorized by IDEA and summarizes information contained in the program plans that have been developed to date.

THE FEDERAL PROGRAM REVIEW PROCESS

There are a number of statutory and regulatory requirements a State must meet in order to receive Federal financial support to assist in the delivery of appropriate special education and related services to eligible children with disabilities. First, it must assure the Federal government that it will comply with all of the provisions of Part B. This includes Section 612(6) of the Act that designates the State educational agency (SEA) as the State agency responsible for ensuring that the requirements of Part B are carried out and that all educational programs for children with disabilities within the State, including each program administered by any other public agency: (1) are under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA; and (2) meet the educational standards of the SEA.

Second, the State must submit a State Plan to the Secretary of Education that meets all of the Part B requirements as specified in the implementing regulations at 34 CFR §§300.121-300.154.[1] The Plan must include a copy of all State statutes, regulations, policies, standards, and procedures that the State has established to carry out the applicable Federal requirements and provide assurances that it will adhere to these requirements. Third, the SEA must review and approve applications for Part B funds submitted by eligible local educational agencies (LEAs) and other public agencies providing special education and related services. Finally, the SEA must monitor and evaluate the special education programs assisted by Part B funds, as required by 8432(d)(b)(3) of GEPA and 34 CFR §80.40 of Education Department General Administrative Regulations (EDGAR).

To ensure that SEAs are carrying out their responsibilities consistent with the Part B and EDGAR requirements, OSEP has initiated a multifaceted program review process that consists of the following activities:

- Reviewing State policy and technical assistance documents, monitoring reports of LEAs and other public agencies, and other information utilized by an SEA to administer Part B;

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[1] The Secretary published amended Part B regulations in the September 29, 1992 *Federal Register*. In some cases regulatory section numbers were changed in the amended regulations. The revised numbers will be used in this report.

- Reviewing and approving State Plans;
- Conducting on-site monitoring reviews;
- Verifying the implementation of Corrective Action Plans (CAPs);
- Reviewing final decisions of SEA complaint resolutions;
- Establishing ongoing communication with SEAs, national and State organizations, parents and advocates, and other constituents; and
- Conducting specific issue reviews.

OSEP's program review process is one that is constantly undergoing change and refinement. OSEP annually pilots several refinements to its monitoring review to better address changing requirements, judicial interpretations and to better integrate the various components of the process and to make them more reliable and valid. Past annual reports have identified many of the changes that have taken place to each of the seven system components identified above. Consequently, this report will limit its discussion to only two of the seven component activities: OSEP's 1992 State Plan review and approval process and its on-site monitoring process.

State Plan Review and Approval

Each State desiring to receive funds under Part B must submit a State Plan once every three years to OSEP which details the policies and procedures it has established and implemented to comply with the provisions of IDEA. The Plan must include copies of all relevant State statutes, regulations and procedures used by the State in implementing Part B requirements as specified in 34 CFR §§300.121-300.154. In addition, the Plan must also provide sufficient detail to show how all of the State's public agencies, that are responsible for providing special education to children with disabilities, are under the general supervision of the SEA and how each of these agencies, in turn, ensures compliance with appropriate Federal and State law.

State Plans must be approved by the Secretary of Education before funds can be allocated. Because Part B is a "forward-funded" program, monies can be legally released three months prior to the beginning of the Federal fiscal year. OSEP encourages States to submit their Plans for review during the spring, well prior to the July date at which they are eligible to receive their funding. Funding is contingent upon approval of the Plan and, once approved, the State Plan becomes a formal agreement between the Department and the State.

The State Plan Review Schedule

Beginning in 1985-86, OSEP implemented a staggered three-year State Plan review schedule under the authority of EDGAR 34 CFR §76.103(a) and (b). Adoption of the staggered review schedule was intended to improve management, conserve resources, and permit earlier completion of the review and approval processes at both State and Federal levels. State assignments under the three-year staggered State Plan review cycle are shown in table 4.1. In the spring of 1991, 16 States and Outlying Areas submitted Plans to OSEP for review and approval for the three-year period of 1992-94 (inclusive).[2] In 1992, 21 States and Outlying Areas submitted Plans for review and approval for 1993-95 (inclusive).[3]

Resolution of Issues

The Secretary of Education, under Section 613(c)(2) of IDEA, must disapprove any State Plan, as well as any modification to that Plan, that does not meet the requirements of Section 613(a) and (b). The regulations for implementing these statutory requirements are contained in 34 CFR §§300.121-300.154. Of the 21 State Plans submitted in 1992, 3 received full three-year approvals and 18 received one-year approvals. One-year approval is generally applied when a State has some identified deficiency in its Plan that will take an extended period of time to correct (e.g., the State needs to amend or implement legislation to correct a deficiency, but the State Legislature has ended its current session). To receive its funding, the State must provide the assurance that (1) it will implement the corrected procedures during the forthcoming year, and (2) all deficiencies in the Plan will be corrected prior to the next grant cycle.

1992 Refinements to OSEP's State Plan Review and Approval Process

OSEP instituted a number of important modifications and refinements to improve its State Plan review and approval process during FY 1992:

- OSEP conducted training sessions in the fall of 1991 for SEA staff who were responsible for the submission of State Plans for FY 1993. This "State Plan Academy" provided information to the SEAs regarding the procedures for submitting Plans, including the Checklist used by OSEP in reviewing the Plan and the timelines for submission. OSEP staff also discussed what

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[2] Although scheduled to submit as a Group I entity, the Bureau of Indian Affairs submitted its Plan in the spring of 1992 and requested FY 1992 and FY 1993 funds.

[3] At the time of the development of this report, OSEP had not yet received the State Plan for Puerto Rico.

TABLE 4.1

Groupings of States for State Plan Submission

I. State Plans Submitted for FY 1991-93

1. Arkansas
2. California
3. Delaware
4. Georgia
5. Guam
6. Hawaii
7. Indiana
8. Kansas
9. Kentucky
10. Louisiana
11. Maryland
12. Massachusetts
13. Minnesota
14. Nevada
15. Northern Marianas
16. Ohio
17. Oklahoma
18. Palau (Cons. App.*)
19. Rhode Island
20. South Carolina
21. Texas
22. West Virginia

II. State Plans Submitted for FY 1992-94

1. Alabama
2. Alaska
3. Bureau of Indian Affairs
4. Colorado
5. Florida
6. Maine
7. Michigan
8. Mississippi
9. Missouri
10. Nebraska
11. New Jersey
12. New Mexico
13. Pennsylvania
14. Oregon
15. Tennessee
16. Vermont
17. Virgin Islands (Cons. App.*)

III. State Plans to be Submitted for FY 1993-95

1. American Samoa
2. Arizona
3. Connecticut
4. District of Columbia
5. Fed. States of Micronesia
6. Idaho
7. Illinois
8. Iowa
9. Montana
10. New Hampshire
11. New York
12. North Carolina
13. North Dakota
14. Puerto Rico
15. Republic of Marshall Island
16. South Dakota
17. Utah
18. Virginia
19. Washington
20. Wisconsin
21. Wyoming

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

* Consolidated Application.

information should be submitted in each section of the Plan and identified potential problem areas. The intent of the Academy was to help facilitate the submission of Plans in full compliance with Part B and EDGAR.

- OSEP conducted extensive training sessions for all Department personnel who participate in the State Plan review process. The purpose of the training was to facilitate internal accuracy and consistency in the Department's review of State Plans and to ensure that all Departmental personnel involved in the review and approval of them understood the content and procedures of the review process. The training focused on (1) an in-depth discussion of the content required in each section of the Plan; (2) a detailed overview of the procedures for reviewing State Plans including the use of the Checklist and the writing of the grant award letter; and (3) a discussion of potential problem areas that were noted in previous review cycles.

- OSEP piloted a new expedited clearance process for the issuance of grant awards for FY 1993. This process resulted in most grant awards being issued to the States within two days of approval of their Plan. Based upon the positive results of this testing, OSEP plans to institutionalize this expedited procedure for FY 1994 and beyond.

Deficiencies Identified by OSEP During its Approval of FY 1993 State Plans

The types of policy and/or procedural issues identified by OSEP and addressed during its review and approval of FY 1993 State Plans are presented in table 4.2. As illustrated by the table, over three-fourths of the States submitting Plans for approval in 1992 did not meet the requirement under 34 CFR §300.153(c) - Personnel Standards. These require that the Plan include (1) the steps the State is taking and the procedures for notifying public agencies and personnel of those steps; and (2) the timelines it has established for retraining or hiring personnel when the State's standards for a profession or discipline are not based on the highest requirements. Just under 60 percent of the Plans did not include adequate policies and procedures that ensured that the State had a goal of providing full educational opportunity to all children with disabilities from birth through age 21. Finally, more than half of the Plans submitted to OSEP for approval in 1992 did not include: (1) procedural safeguards to ensure that a public agency would provide the parents of a child with disabilities with a written notice a reasonable time before it proposed or refused to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education; and (2) policies and procedures to ensure that the SEA gave notice which is adequate to fully inform parents regarding the Child Find requirements at 34 CFR §300.128.

TABLE 4.2

Deficiencies Identified During OSEP's Approval of 1991 State Plans

(Number of State Plans Submitted: 21)

General State Plan Issue	Specific Policy/Procedural Issues
• **Right to Education Policy Statement** (34 CFR §§300.121 & 300.122)	• 8 of 21 State Plans did not contain sufficient information to demonstrate that the State had a policy in effect that ensured that all children with disabilities had the right to FAPE within the age ranges and timeliness prescribed by the law.
• **Full Educational Opportunity Goal** (34 CFR §300.123)	• 12 of 21 did not provide policies and procedures that ensured that the State had a goal of providing full educational opportunity to all children with disabilities from birth through age 21.
• **Procedural Safeguards** (34 CFR §300.131)	• 7 of 21 did not sufficiently indicate that written notice....will be given parents.... a reasonable time before.... proposing/refusing to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child (§300.504a).
	• 8 of 21 did not include policies and procedures adequate to ensure that except for preplacement evaluation and initial placement, consent may not be required as a condition of any benefit to the parent or child (§300.504(d)).
	• 6 of 21 did not provide adequate assurances that the notice under §300.504 must include a full explanation of all of the procedural safeguards available to parents under Subpart E (§300.505(a)(1)).

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
• **Procedural Safeguards** (cont'd)	• 10 of 21 did not provide adequate assurances that a public agency shall transmit (hearing) decisions....to the State advisory panel or that the SEA will make such findings and decisions available to the general public after deleting personally identifiable information (§300.508(a)(5)). • 8 of 21 did not provide adequate assurances that any party aggrieved by the findings and decision in a hearing.... has the right to bring a civil action (§300.511). • 8 of 21 did not provide adequate assurances that each public agency would ensure that a surrogate parent would be provided to a child in accordance with Part B provisions (§300.514).
• **Confidentiality of Personally Identifiable Information** (34 CFR §300.129)	• 11 of 21 did not provide adequate assurances that the SEA would provide notice that is adequate to fully inform parents about the requirements of Child Find at §300.128 (§300.561(a)).
• **Least Restrictive Environment** (34 CFR §300.132(a))	• 6 of 21 did not adequately ensure that the SEA will make arrangements with public and private institutions (e.g., a memorandum of agreement or special implementation procedures) as may be necessary to insure that (LRE requirements) are effectively implemented (§300.554).

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
• **Protection in Evaluation** (34 CFR §300.133)	• 7 of 21 did not include policies and procedures to adequately ensure that in interpreting evaluation data and in making placement decisions, each public agency shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior (§300.533(a)(1)). • 6 of 21 did not include policies and procedures to adequately ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options (§300.533(a)(3)).
• **Private Schools** (34 CFR 300.140)	• 7 of 21 did not include policies and procedures to adequately ensure that if a child with a disability has available a free appropriate public education and the parents choose to place the child in a private school or facility, the public agency is not required to pay for the child's education at the private school or facility (§300.403).

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
- **Personnel Standards** (34 CFR 300.153)	- 16 of 21 did not have adequate policies or procedures to ensure that to the extent that a State's standards for a profession or discipline, including standards for temporary or emergency certification, are not based on the highest requirements in the State applicable to a specific profession or discipline, the State Plan must include the steps the State is taking and the procedures for notifying public agencies and personnel of those steps and the timeliness it has established for the retraining or hiring of personnel to meet appropriate professional requirements in the State (§300.153(c)).

On-Site Monitoring Review

On-site monitoring reviews are another important component of the Federal program review process. Each State and Outlying Area receiving financial assistance under Part B receives an on-site monitoring review by representatives of OSEP that includes visits to (1) the SEA, (2) other agencies providing services to children with disabilities (including children served under Chapter 1 (SOP), and (3) selected school districts within a State. OSEP uses the data collected from on-site monitoring reviews to assess the extent to which the policies and procedures previously approved in a State's Plan are actually being implemented. As illustrated in table 4.3, there are six elements or activities that OSEP typically initiates in order to plan, conduct and to conclude the on-site compliance monitoring review portion of the Federal program review process.

Making On-Site Compliance Monitoring Plans State-Specific

Prior to the actual on-site visit, OSEP monitoring staff conduct a comprehensive document analysis of material, including but not limited to, the State Plan, including the State's laws and regulations, policy letters and advisories, handbooks and guidelines, former monitoring reports, and Corrective Action Plans, consumer complaints, and results of hearings and recent litigation.

TABLE 4.3

Typical Steps in Conducting On-Site Monitoring Reviews

Step 1: Establish a Monitoring Schedule	• Arrange dates with the State in the school year prior to the planned visit. • Provide formal notice of dates to the SEA and others.
Step 2: Develop a Monitoring Plan	• Hold public meetings prior to the on-site visit to gather input from interested persons in the State. • Meet with SEA officials to discuss and plan for the on-site visit. • Use information from the public meetings, State Plan, and document review to develop a monitoring plan for the State.
Step 3: Conduct the On-site Review	• Interview SEA, LEA, and other public agency staff. • Review files and student records. • Obtain data from other State and local service providers. • Note exemplary programs and practices. • Discuss preliminary findings with SEA staff in exit conference.
Step 4: Assess Compliance	• Analyze information obtained to determine areas of potential deficiency • Determine appropriate corrective actions to correct identified deficiencies.
Step 5: Prepare and Issue Monitoring Reports	• Issue a draft report to the SEA for review and comment. • Receive and review the SEA response and any additional information submitted by the SEA. • Issue and publicly distribute the final report. (Provide draft report on request.)
Step 6: Approve State CAP	• Review and respond to a State's proposed Corrective Action Plan (CAP) for meeting Federal requirements. • Approve a State's corrective action products and procedures. • Document completion of a State's CAP.

In addition to reviewing a State's written policies and procedures, members of the monitoring team also solicit information from interested parents, advocates, and representatives of professional groups by holding public meetings for this purpose and by requesting that written comments be mailed to them prior to their on-site visit to the State. To better assist them in developing their on-site monitoring plans, OSEP requests that such public comment focus on the following compliance areas:

- the education of students with disabilities in the least restrictive environment appropriate to their educational needs;
- the development and implementation of individualized education programs, including parent involvement;
- due process and other procedural safeguards including notice, consent, independent educational evaluation, confidentiality, and hearings;
- protection in evaluation procedures;
- free appropriate public education, including extended school year and transition services;
- complaint management, including procedures for accepting and resolving complaints regarding the implementation of Part B;
- the State's application and review procedures for school districts and other agencies applying for Part B funds; and
- the process by which the SEA monitors the compliance of school districts and other agencies.

From this information, OSEP prepares a monitoring plan that is specifically tailored to the State under review. The individualized State monitoring plans insure that, at a minimum, the following areas of SEA responsibility are examined on-site: (1) provision of services to ensure a free appropriate public education; (2) SEA monitoring; (3) SEA review and approval of LEA applications; (4) complaint management; (5) submission and verification of child count; (6) protection in evaluation procedures; (7) due process and procedural safeguards; (8) least restrictive environment; and (9) individualized educational programs.

1992 Refinements to OSEP's On-Site Monitoring Process

OSEP instituted a number of important modifications and refinements to improve its on-site monitoring process during FY 1992. Improvement efforts included the following:

(1) *Additions to its Monitoring Personnel*

OSEP recruited and hired an additional nine staff members in FY 1992 to support and expand its current on-site monitoring activities. As of December 1992, OSEP's monitoring staff consisted of 25 trained individuals. This increase in staff will result in OSEP's ability to monitor each State more frequently and consequently be more effective in ensuring compliance in the States.

(2) *Changes to Ensure Timely, Effective Monitoring Reports*

During FY 1992, OSEP implemented a number of significant changes to ensure the timely issuance of its monitoring reports. OSEP's monitoring schedule was "compressed" to allow all of its site visits to begin before the first week in April. This allowed the monitoring staff to complete draft reports prior to the time that State Plans were submitted. Monitoring reports from the last visits of the 1992 cycle were well into the Departmental clearance process at the time State Plans were to be reviewed.

The Department also made considerable effort during FY 1992 to reduce the time between the on-site monitoring visit and the issuance of its draft and final reports. Changes included: (a) simplifying and clarifying its clearance procedures; (b) improving its internal review procedures; (c) standardizing report format and language; and (d) acquiring additional word processing equipment. Of the nine monitoring visits conducted in FY 1992, eight draft reports were issued within the established timeline of 60 days from the end of the on-site visit.

(3) *Modifications to Ensure the Collection of Accurate Information*

OSEP is committed to maintaining the high quality of its monitoring procedures and reports. During the summers of 1991 and 1992, OSEP completed internal evaluations of the monitoring procedures it used during the two cycles. As a result of this internal review, a number of new procedures to improve the collection of accurate and appropriate data were instituted. Among these were:

- Initiating the monitoring process at the State level during the time the public hearings are being held. This modification allows team leaders the opportunity to review the State's monitoring procedures and to gather further information regarding the State's service delivery systems. Consequently, the team leaders are able to better understand and design on-site data collection activities that ultimately result in more accurate data.

- In May of 1992, OSEP monitoring staff met with the special education directors in the 15 States which were scheduled to be monitored during the 1992-93 cycle. During this meeting, SEA staff were provided with information about the monitoring process, including Checklists and interview guides that are used in reviewing States' systems for ensuring compliance. SEA staff were encouraged to complete the Checklists, both to facilitate OSEP's review of the systems and to increase the understanding of their own systems.

On-Site Monitoring Review Schedule

Table 4.4 lists the nine on-site monitoring reviews conducted by OSEP during FY 1992. During FY 1993, 15 additional States will receive on-site monitoring reviews by the Department.

The next section of the report will discuss the findings from OSEP's on-site monitoring reports issued in final during FY 1992. Final monitoring reports were issued for the following 14 States and Outlying Areas: Hawaii (1/92), Republic of Palau (2/92), American Samoa (2/92), South Carolina (2/92), California (2/92), Commonwealth of the Northern Mariana Islands (2/92), Rhode Island (3/92), Guam (3/92), Kansas (5/92), Nevada (6/92), Indiana (7/92), Kentucky (7/92), Oklahoma (8/92), and Georgia (9/92).[4]

This section will highlight a number of the areas in which the reviews found that SEAs were inconsistent in their implementation of the requirements of Part B and EDGAR. It will also depict the kinds of corrective actions that OSEP required SEAs to complete in order to conform with these legal requirements. The specific corrective actions required by OSEP, however, vary according to the extent and nature of the compliance issues identified in each State.

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[4] The number of States that received final monitoring reports from OSEP in FY 1992 is different from the actual number monitored. This occurs because States that are monitored late in a monitoring cycle will often not receive their final reports until early in the next fiscal year.

TABLE 4.4

Schedule of On-Site Compliance Monitoring Reviews

Monitoring Visits Conducted in 1991-92

- Rhode Island (10/91)
- Georgia (10/91)
- Nevada (12/91)
- Kansas (1/92)
- Indiana (2/92)
- Kentucky (2/92)
- Oklahoma (3/92)
- West Virginia (3/92)
- Texas (3/92)

Monitoring Visits Scheduled for 1992-93

- Vermont (9/92)
- Tennessee (9/92)
- Alabama (9/92)
- Virgin Islands (9/92)
- Oregon (10/92)
- Colorado (10/92)
- Missouri (1/93)
- Florida (1/93)
- Mississippi (2/93)
- District of Columbia (2/93)
- Pennsylvania (3/93)
- Maine (3/93)
- Alaska (3/93)
- Nebraska (3/93)
- New Jersey (3/93)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

Free Appropriate Public Education (FAPE)

An SEA is responsible for ensuring that FAPE is available to all children with disabilities within the State (34 CFR §300.300). In order to meet its responsibility, an SEA is required to:

- include in its State Plan, information which shows that the State has in effect a policy ensuring: (a) the right to a free appropriate public education to all children with disabilities, and (b) that this policy is applicable to all public agencies in the State (34 CFR §300.121); and

- monitor public agencies responsible for carrying out the programs and enforce obligations imposed on these agencies (20 U.S.C. §1232d(b)(3)(A)).

OSEP found that all 14 of the States that received final monitoring reports in FY 1992 had policy or procedural inconsistencies with respect to FAPE provisions. In 12 States, OSEP monitors found the SEAs to be deficient in meeting their general supervisory responsibility to ensure that students with disabilities were receiving special education and related services in conformity with their IEPs, or that the special education and related services contained in their IEPs were designed to meet their unique needs. In four States, OSEP found that the SEA did not meet its responsibility to ensure that all public agencies made extended school year services available as a component of FAPE if it were necessary to meet the unique needs of an individual with a disability.

To correct such deficiencies, OSEP required States to (1) issue a memorandum to the agencies in which OSEP found deficient practices requiring them to discontinue the deficient practice and to receive documentation that the deficient practice was corrected; (2) develop monitoring procedures to ensure that a child's right to FAPE is not denied or delayed; (3) develop materials to inform and train teachers and administrators in their responsibilities related to FAPE; and (4) provide training to teachers and administrators.

SEA Monitoring

Under Federal requirements, each SEA must:

- Develop and use procedures to monitor its subgrantees (34 CFR §76.772(a)(3));

- Assure that each program (i.e., Part B) will be administered in accordance with all applicable statutes, regulations, State Plans, and applications (20 U.S.C. §1232d(b)(1));

- Adopt and use proper methods for administering each grant program which includes:

  -- monitoring agencies, institutions, and organizations responsible for carrying out each program, and enforcing any obligations imposed on those agencies, institutions, and organizations under the law; and

-- correcting any deficiencies in the program operations that are identified through monitoring and evaluation (20 U.S.C. §1232d(b)(3)(A)&(E)).

States also must carry out specific monitoring responsibilities under Part B with regard to the implementation of the least restrictive environment requirement (34 CFR §300.556), and with the placement of children with disabilities in private facilities by public agencies (34 CFR §300.402).

In all 14 of the States and Outlying Areas that received final monitoring reports in FY 1992, OSEP documented concerns about the SEAs' monitoring procedures for identifying deficiencies and ensuring correction. Some of the findings found by OSEP regarding State monitoring include:

(a) *Free Appropriate Public Education*

Thirteen of 14 SEAs were found not to have State monitoring procedures in place, or to have ineffective procedures to identify deficiencies regarding the provision of FAPE (34 CFR §300.300).

(b) *IEPs Developed in Meetings Held at Least Annually*

Eight of 14 SEAs were found not to have State monitoring procedures in place, or to have ineffective procedures for ensuring that IEPs were developed in meetings that were held at least once a year (34 CFR §300.343(a) and (d)).

(c) *Content of Individualized Education Program*

Fourteen of 14 SEAs were found not to have State monitoring procedures in place, or to have ineffective procedures for ensuring that the IEP program for each child included the content required at 34 CFR §300.346.

(d) *Content of Notice*

Eleven of 14 SEAs were found not to have State monitoring procedures in place, or to have ineffective procedures for ensuring that the notice under 34 CFR §300.504 included a full explanation of all of the procedural safeguards available to the parents under Subpart E (§300.505(a)(1)).

(e) *Placements*

Nine of 14 SEAs were found not to have State monitoring procedures in place, or to have ineffective procedures for ensuring that the educational placement of each child with disabilities is based on his or her individualized education program (34 CFR §300.552(a)(2)).

Although each of the State's monitoring procedures and instruments generally reflected the majority of the complex provisions of Part B, OSEP required each of the 14 SEAs to undertake corrective actions to improve the effectiveness of their monitoring system in ensuring compliance with Part B and EDGAR standards. In instances where OSEP found no or ineffective methods for identifying deficiencies, it directed the State to (1) revise its monitoring procedures and instruments to address those requirements; (2) issue a memorandum to inform all public agencies that these will be the requirements against which they will be monitored in the future; (3) develop materials to train its monitoring personnel in the use of the revised procedures/instruments for identifying deficiencies; and (4) provide training to all individuals who participate in monitoring visits in the use of the revised materials. In those States where OSEP noted ineffective methods for ensuring that public agencies correct identified deficiencies, the corrective actions required by OSEP included: (1) revising a State's monitoring procedures to ensure that public agencies correct the continuing deficiencies in question; (2) developing materials to train monitoring personnel in the use of these procedures; and (3) providing training in the use of the revised monitoring procedures.

SEA Review and Approval of LEA Applications

During the period covered by this report, OSEP monitors used the following four standards:

- SEA is responsible for developing procedures that applicants must follow when submitting applications for Part B funds (34 CFR §76.770(b)). The procedures must identify all the requirements that must be satisfied as a condition for distributing Part B funds to LEAs (34 CFR §§ 300.180-300.240).

- SEA is responsible for approving applications for Part B funds that satisfy applicable Federal statutes and regulations and for disapproving applications that do not meet those Federal requirements (34 CFR §76.400(b) and (d)).

- SEA is responsible for ensuring that when an LEA makes a significant amendment to its application, (1) the LEA uses the same procedures as those it must use to submit an application (34 CFR §76.305); (2) SEA approves an application as amended only if it is consistent with Federal requirements that apply to the Part B program (34 CFR §76.400(b)(2)); and (3) the LEA must operate in accordance with its approved LEA application (34 CFR §76.700).

- SEA is responsible for following hearing procedures before it disapproves an application. These procedures must meet the requirements set forth in 34 CFR §76.401(d).

Of the 14 States and Outlying Areas that received final monitoring reports in FY 1992, five (Hawaii, the Republic of Palau, the Commonwealth of the Northern Mariana Islands, American Samoa, and Guam) are unified schools systems and, as such, do not implement LEA applications. In eight States that were not unified school systems, OSEP found that the SEA had approved LEA applications that did not meet all Federal requirements as specified by 34 CFR §76.400(b) and (d). To correct this deficiency, OSEP required the SEAs to (1) revise their LEA application submission and approval materials to include all of the Federal requirements that must be satisfied as a condition for distributing Part B funds to LEAs; (2) include procedures to ensure that only applications that meet the Federal requirements are approved; (3) provide training to staff who will be reviewing and approving LEA applications in the use of the new approval materials; (4) provide verification that such training has occurred; and (5) submit documentation that the SEA has subsequently reviewed and approved the local applications of the LEAs visited by OSEP using the revised application materials and procedures.

Complaint Management

Under the regulations applicable to Part B, an SEA is responsible for adopting written procedures for receiving and resolving any complaint that the State or a subgrantee is violating Part B (34 CFR §300.660(a)).[5] These procedures must include a time limit of 60 calendar days after the State receives a complaint to resolve the complaint, unless an extension is granted for exceptional circumstances with respect to a specific complaint (34 CFR §300.661(a) and (b)). OSEP is responsible for ensuring that each SEA, consistent with its general supervisory responsibility, implements a complaint management system that satisfies the requirements in 34 CFR §§300.660-300.662.

OSEP monitors found that 3 of the 14 States that received final monitoring reports in FY 1992 did not implement procedures that ensured that complaints were resolved within 60 calendar days, as required by 34 CFR §300.661(a) and (b). Consequently, OSEP required each of these States to submit a Corrective Action Plan that called for the SEA to: (1) revise its procedures to ensure that the SEA complied with the requirements in 34 CFR §§300.660-300.662; and (2) submit verification that the revised procedures required that complaints be resolved within 60 calendar days from the SEA's receipt of the complaint.

Due Process and Procedural Safeguards

SEAs are required to ensure that each public agency establishes and implements procedural safeguards that meet the requirements of 34 CFR §§300.500-300.515. SEAs are also required to fulfill specific responsibilities to ensure that public agencies comply with these requirements. More specifically, an SEA must:

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[5] Requirements addressing complaint management were previously contained in EDGAR at 34 CFR §§76.780-76.782.

- include information in its State Plan to ensure that the Part B procedural safeguard requirements are met (34 CFR §300.131);

- must describe the procedures in its State Plan to inform each public agency of its responsibility for ensuring the effective implementation of the procedural safeguards (34 CFR §300.136);

- require LEA applications for Part B funds to include an assurance that the agency has procedural safeguards that meet the IDEA, Part B regulatory requirements (34 CFR §300.237);

- monitor public agencies to ensure that they establish and implement the Part B regulatory requirements (34 CFR §76.101); and

- ensure that all education programs for children with disabilities are under the general supervision of the SEA and that such programs comply with all the procedural safeguard requirements (20 U.S.C. §1412(6)).

Interpretation of the regulatory requirements in this area continues through due process hearings, court decisions, and OSEP policy review and clarification. All States have established systems to meet the often complex and detailed legal requirements in this area. Difficult compliance issues arise, nonetheless, because of differing State and Federal interpretations of some requirements and differing perceptions of minimum appropriate implementation procedures.

OSEP found all 14 of the States and Outlying Areas receiving final reports in FY 1992 failed to meet one or more of the Federal requirements pertaining to due process procedures and other procedural safeguards (34 CFR §§300.500-300.515). Among the individual due process and procedural safeguard requirements found to be deficient were:

(a) *General Responsibility of Public Agencies*

Nine of 14 SEAs did not ensure that each public agency had established and/or implemented procedural safeguards which meet the Part B requirements (34 CFR §300.501).

(b) *Prior Notice; Content of Notice*

Thirteen of 14 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that parents receive a written notice before the public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of a child with disabilities or the provision of a free appropriate public education to the child (34 CFR §§300.504(a) and 300.505(a)).

(c) *Timeliness of Hearings*

> Six of 14 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that a final decision is reached in a hearing no later than 45 days after receipt of the request for a hearing or that a copy of the decision is mailed to each of the parties no later than 45 days after the receipt of a request for a hearing unless the hearing officer grants a specific extension of time beyond the periods prescribed by Part B at the request of either party (34 CFR §300.512(a) and (c)).

OSEP required each of the 14 States and Outlying Areas in which it identified deficiencies in procedural safeguards to take corrective actions to address each area of noncompliance. Examples of the kinds of corrective actions required by OSEP include: (1) issue a memorandum to notify all public agencies that to the extent that their current practices were not fully consistent with the procedural safeguard requirements of Part B those deficient practices must be immediately discontinued; (2) implement procedures to ensure that the deficient practice(s) that OSEP found during its on-site review had been discontinued; (3) develop and submit training materials to OSEP to inform and train teachers and administrators of their responsibilities in this area; and (4) revise SEA monitoring policies and procedures and provide training to ensure that identified deficiencies will be discontinued.

Least Restrictive Environment (LRE)

An SEA must ensure that each public agency establishes and implements procedures that meet, in addition to the specific requirements under 34 CFR §§300.551-300.556, the general requirement that:

- To the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes cannot be achieved satisfactorily (34 CFR §300.550(a) and (b)).

The SEA also is responsible for carrying out additional requirements to ensure that children with disabilities are educated in the least restrictive environment. More specifically, the SEA is required to:

- include procedures in its State Plan to ensure that the requirements of 34 CFR §§300.550-300.556 are met (§300.132);

- require public agencies to establish and implement procedures which meet the requirements cited above (§300.550(a));
- require that the public agency's procedures be included in an application for a subgrant (34 CFR §300.227);
- fully inform teachers and administrators in all public agencies of their responsibilities under Federal regulations in this area and provide them with needed technical assistance and training (34 CFR §300.555);
- monitor to ensure that public agencies implement the Federal requirements cited above (34 CFR §300.556); and
- ensure that all educational programs for children with disabilities within the State are under the general supervision of the SEA and comply with all of the LRE requirements (20 U.S.C. §1412(6)).

OSEP found that 12 of the 14 States and Outlying Areas receiving final reports in FY 1992 failed to meet one or more of the Federal requirements pertaining to Least Restrictive Environment (34 CFR §§300.500-300.556). More specifically, OSEP found the following deficiencies:

(a) *Placement Based on IEP*

Nine of 14 SEAs did not ensure that the educational placement of each of its children with disabilities was based on his on her IEP (34 CFR §300.552(a)(2)).

(b) *Participation with Nondisabled for Nonacademic and Extracurricular Activities*

Five of 14 SEAs did not have policies or procedures to guarantee that each public agency ensures that each child with a disability participates with children without disabilities in nonacademic and extra-curricular activities to the maximum extent appropriate to the needs of that child (34 CFR §300.553).

OSEP required States and Outlying Areas in which it identified areas of deficiency related to LRE to implement a variety of corrective actions. Among these were: (1) issuing a memorandum to notify all public agencies that to the extent their current practice(s) are not fully consistent with the LRE requirements of Part B, they must immediately discontinue their current practice and implement the correct procedures; (2) implementing procedures to ensure that the deficient practice(s), in the agencies in which OSEP found such practices, have been discontinued; (3) developing training materials and providing training to inform and train teachers and administrators in their responsibilities in LRE; and (4) revising their LEA application procedures and SEA monitoring procedures to ensure consistent implementation of LRE requirements of Part B.

Individualized Education Programs (IEPs)

An SEA is responsible for ensuring that each public agency develops and implements an IEP for all of its children with disabilities (34 CFR §300.341). Various provisions in the Part B regulations also set forth requirements for public agencies in developing, implementing, reviewing, and revising IEPs (see 34 CFR §§300.341-300.350). Each SEA is also required to carry out specific activities in order to ensure that public agencies comply with 34 CFR §§300.340-300.350. These activities are to:

- include in its annual program plan, a copy of each State statute, policy, and standard that regulates the manner in which IEPs are developed, implemented, reviewed, and revised (34 CFR §300.130(b));
- monitor and evaluate the development, implementation, review and revision of IEPs (34 CFR §§300.130(b)(2) and 20 U.S.C. §1232d(b)(3));
- require LEA applications for Part B funds to include procedures to ensure that the LEA complies with 34 CFR §§300.340-300.350 (34 CFR §300.235); and
- ensure that all educational programs for children with disabilities within the State are under the general supervision of the SEA and that such programs comply with all the IEP requirements of 34 CFR §§300.340-300.350 (20 U.S.C. §1412(6)).

OSEP found that all 14 of the States and Outlying Areas that received final monitoring reports in FY 1992 were not consistent in their implementation of the IEP requirements of 34 CFR §§300.340-300.349. More specifically, OSEP identified the following deficiencies:

(a) *IEP Content*

Fourteen of 14 SEAs did not ensure that the individualized education program for each child included all of the content required at 34 CFR §300.346.

(b) *IEP Reviewed and Revised Annually*

Eight of 14 SEAs did not ensure that each child's IEP is reviewed and revised, as appropriate, in a meeting held at least once a year (§30.343(a)and(d)).

Each of the States and Outlying Areas found by OSEP to have inconsistently implemented the IEP requirements were required to complete a Corrective Action Plan. Among the corrective actions required by OSEP were: (1) issuing a memorandum to those public agencies in which OSEP identified practices inconsistent with Part B, requiring those agencies to discontinue their deficient practices; (2) developing training materials and providing training to inform and train teachers and administrators in implementing the IEP requirements; and (3) revising SEA monitoring procedures to become fully consistent with the IEP requirements of Part B.

Summary

The Office of Special Education Programs conducts Federal program review activities to provide information on whether SEAs are meeting their responsibilities in implementing the provisions of Part B. Initiatives to improve both the coordination and content of OSEP's program review activities are ongoing and based on annual review of the effectiveness, thoroughness, and efficiency of the monitoring system. The primary goal of the Federal monitoring system is to impact State and local policies and procedures to provide improved services to children with disabilities through timely and appropriate assistance.

State Plans submitted to OSEP in FY 1992 for review and approval indicated a mixed pattern of compliance issues identified across the States. OSEP reviewers found, for example, that over three-fourths of the States submitting Plans for approval in 1992 did not meet the requirement under 34 CFR §300.153(c) - Personnel Standards, that the Plan include (1) the steps the State is taking and the procedures for notifying public agencies and personnel of those steps, and (2) the timeline it has established for retraining or hiring personnel when its standards for a profession or discipline are not based on the highest requirements. Likewise, nearly 60 percent of the Plans did not include adequate policies and procedures that ensured that the State had a goal of providing full educational opportunity to all children with disabilities from birth through age 21. Finally, half or more of the Plans submitted to OSEP for approval in 1992 did not include: (1) procedural safeguards to ensure that a public agency would provide the parents of a child with disabilities with a written notice a reasonable time before it would propose or refuse to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE; and (2) policies and procedures that ensure that the SEA shall give notice which is adequate to fully inform parents regarding the requirements of Child Find at 34 CFR §300.128.

In the 14 final on-site compliance monitoring reports issued in 1992, OSEP found a number of inconsistencies in the establishment and implementation of monitoring procedures of each of the States and Outlying Areas monitored. All of the SEAs were found to have policy or procedural inconsistencies with the Federal requirements pertaining to (1) the provision of FAPE; (2) the SEAs' monitoring procedures including identification, correction, and enforcement practices; (3) one or more of the Federal requirements pertaining to due process procedures and other procedural safeguards; and (4) one or more of the Federal requirements pertaining to the IEP. OSEP monitors also found that 12 of the 14 States and Outlying Areas failed to meet one or more of the Federal requirements pertaining to LRE and three did not implement procedures that ensured a 60 calendar day deadline for resolving complaints. Finally, of the 14 States and Outlying Areas which received final monitoring reports in FY 1992, five (Hawaii, the Republic of Palau, the Commonwealth of the Northern Mariana Islands, American Samoa, and Guam) are unified school systems and, as such, did not implement LEA applications. In eight States that were not unified school systems, however, OSEP monitors found that each SEA had approved LEA applications that did not meet all Federal requirements.

FORMULA GRANT PROGRAMS

This section of the chapter provides a description of two major formula grant programs providing financial assistance to States for educational programs: The IDEA, Part B State Grant Program, and Chapter 1 of ESEA (SOP). Two other formula grant programs authorized by IDEA, the Part H Program for Infants and Toddlers with Disabilities and the Section 619 Preschool Grants Program, are discussed in Chapter 2. Requirements to report Federal, State, and local expenditures for both special education and related services were eliminated by Congress in the Education of the Handicapped Act Amendments of 1990. Expenditure data reported by States were published for the final time in the *Fourteenth Annual Report to Congress*.

IDEA, Part B State Grant Program

Each year, the IDEA, Part B State Grant Program distributes funds to the States according to the total number of students with disabilities reported by the States as receiving special education and related services. State educational agencies (SEAs) conduct an annual child count on December 1 of the previous fiscal year and submit them to OSEP. Funds appropriated under IDEA, Part B increased steadily from $251,700,000 in FY 1977 to $1,976,095,000 in FY 92 (table 4.5). In the same period, the average per child allocation of Federal funding also increased from $72 to $419.

At least 75 percent of the funds a State receives under the IDEA, Part B State Grant Program must be distributed to local educational agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with disabilities (20 U.S.C. §1411(c)(1)(B)). The LEAs and IEUs are required to assure that these funds do not supplant State and local expenditures, but instead pay for the excess costs[6] of providing special education and related services to students with disabilities. SEAs are allowed to set aside up to 25 percent of the IDEA, Part B State grant award for use by the State. Of these set-aside funds, States may use up to 5 percent or $450,000, whichever is greater, for administrative costs. The remaining 20 percent of the IDEA, Part B award may be used by States for direct and support services for children and youth with disabilities and for the administrative costs of monitoring and compliant investigations to the extent that such expenditures exceed the costs incurred for these activities during FY 1985.

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[6] 20 U.S.C. §1401(a)(21) of the IDEA defines "excess costs" as "...costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student...."

TABLE 4.5

IDEA, Part B State Grant Program Funding:
Fiscal Years 1977-92

Fiscal Year	IDEA, Part B State Grants	Per-Child Allocation
1977	$ 251,770,000	$ 72
1978	566,030,000	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	275
1986	1,163,282,000	282
1987	1,338,000,000	321
1988	1,431,737,000	338
1989	1,475,449,000	340
1990	1,542,610,000	350
1991	1,854,186,000	407
1992	1,976,095,000	419

Source: U.S Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Chapter 1 Program for Children with Disabilities

Funds have been provided to the States to assist in educating children with disabilities in State-operated or State-supported programs (SOPs) since 1965 under Chapter 1 of the Elementary and Secondary Education Act (ESEA), also referred to as P.L. 89-313. In 1975, an amendment allowed States to count children who had transferred from State-operated or State-supported programs to programs in LEAs.

The program is authorized under Chapter 1 of ESEA (SOP); ESEA reauthorized and amended by P.L. 100-297, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 through Fiscal Year 1993. Table 4.6 presents the total amount of funds distributed and the average per pupil allocation for Chapter 1 of ESEA (SOP) and its predecessor programs for Fiscal Years 1966-92.

BUILDING FEDERAL AGENDAS FOR DISCRETIONARY PROGRAMS IN THE OFFICE OF SPECIAL EDUCATION PROGRAMS

Introduction

Impetus for the Planning Process

The IDEA Amendments of 1990 required that a systematic process for developing program goals, objectives, strategies, and priorities be maintained by the Office of Special Education Programs (OSEP) for the discretionary programs. In January 1990, OSEP initiated activities for building program plans. The purpose of these activities was to establish a process to set the direction for the discretionary programs administered by OSEP. This process would yield up to a five-year outlook for the discretionary program.

Planning Approaches

Many models and approaches for planning exist (Ansoff, 1988; Steele, 1989; Steiner, 1979.) These planning models range from conducting assessment of needs to forecasting by statistical modeling (Bryson & Roering, 1987). Planning models, and in particular strategic planning models, have been used in the corporate sector (Ansoff, 1988), government (Hayes, 1990; Wirt, Lieberman, & Levien, 1970), and associations (Cawelti, 1987) for the last two decades. There is not one planning system which every organization or program should adopt (Bryson & Roering, 1987). Instead, each organization must establish a rational process or series of steps that is consistent with its stakeholders, organizational mandates, and program trends.

Historically, OSEP has been committed to the wide participation of its stakeholders in the professional, advocacy, parent, and disability communities. In building its program plans, OSEP convened national and regional groups, comprised of parents, researchers, administrators, association representatives, consumers, and OSEP staff. Through this participation, the spirit of

TABLE 4.6

Chapter 1 State Formula Grant Funding:
Fiscal Years 1966-92

Fiscal Year	Chapter 1 (SOP) State Grants	National Average Per Pupil Allocation
1966	$ 12,467,000	$ 243
1967	15,078,000	182
1968	24,747,000	283
1969	29,781,000	309
1970	37,483,000	339
1971	46,130,000	379
1972	56,381,000	428
1973	75,962,000	481
1974	85,778,000	515
1975[a]	183,733,000	1,028
1976	111,433,000	592
1977	121,591,000	604
1978	132,492,000	592
1979	143,353,000	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588
1988	151,269,000	578
1989	148,200,000	557
1990	146,389,000	545
1991	148,859,000	561
1992	143,000,000	524

[a] From FYs 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 1975, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1975 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs Data Analysis System (DANS).

the program's authorizing legislation was actualized by empowering the stakeholder, "the special education community," to contribute to setting the future direction for OSEP's discretionary programs.

OSEP's program mandates are represented in its authorizing legislation. The legislation poses very specific planning questions to be answered by one program, as in the case of the regional resource center program, whereas the legislation only specifies that a planning process occur for another program, such as the special studies program.

And finally, ongoing program activities contribute to the planning process. OSEP staff gather information for planning purposes as part of their professional responsibilities. These activities, such as conducting evaluation studies, commissioning papers, and networking with the stakeholders, provide information for identifying trends that shape future program priorities and activities.

The OSEP planning processes for the discretionary programs vary according to the stakeholders, organizational mandates, and information gathered from on-going program activities. And yet, there are some commonalities in the planning for discretionary programs.

In this section of the chapter, the commonalities across OSEP's planning processes for discretionary programs and the program agendas will be described. This description will include OSEP's organizational focus, the general planning phases and processes, implementation strategies to engage the stakeholders, and a timeframe for completing the program plans. Exhibits from the planning processes will serve as illustrative tools. Definitions of key terms are found at the end of the chapter.

Five discretionary programs have written program agendas[7]. A synopsis of these program agendas are included in Appendix G. Complete copies of the program agendas are available from OSEP.

A Process for Program Planning

Setting an Organizational Focus for OSEP

Prior to the staff in discretionary program offices setting out to establish the program plans, OSEP defined its organizational mission. OSEP convened leaders from the special education community to guide OSEP and its legislative programs (Schiller & Yin, 1990). By reviewing the past and assessing the current status of special education, leaders from the special education community proposed a strategic focus for OSEP in the 1990s: "To Achieve Better

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[7] OSEP is committed to supporting all the discretionary programs in creating a strategic plan. Each year in the annual report to Congress, updated, revised, and new program plans will be presented for review.

Results for Individuals with Disabilities." By focusing on results, OSEP leadership moved its discretionary programs towards a results and client focus.

OSEP leadership created four strategic targets for "achieving better results for all children with disabilities." These targets serve as a measure by which OSEP can focus its program planning activities. The targets are aligned with the way that OSEP is organized, i.e., by divisions. The divisions of OSEP are as follows:

- *Division of Innovation and Development*: To improve outcomes for individuals with disabilities;
- *Division of Assistance to the States*: To develop the capacity to ready systems to meet the needs of changing populations;
- *Division of Education Services*: To secure and expand access and inclusion for children with disabilities; and
- *Division of Personnel Preparation*: To provide and maintain an adequate number of qualified personnel.

A Description of the Planning Process

Although the discretionary programs followed different processes and used different implementation strategies for developing the program agendas, there are commonalities in the planning processes. Four general tasks comprise the planning process (see figure 4.1).

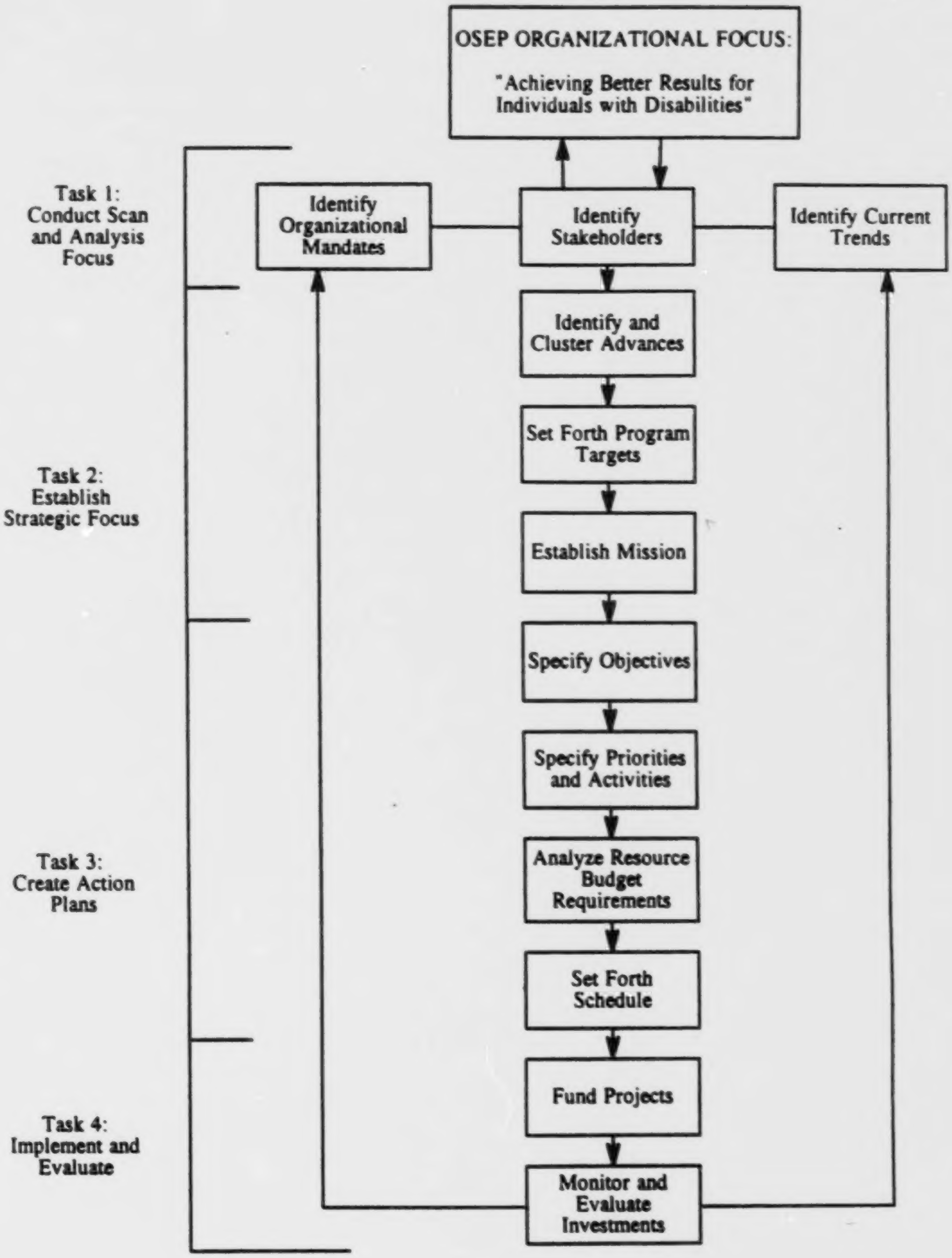
Conduct a scan and analysis of the environment. Environmental scanning and analysis is a process that seeks information about events for charting a course of action for the future. This examination provides the program with an analysis of information it needs to make programmatic decisions.

The Program for Children with Severe Emotional Disturbance, for example, analyzed information on separate day and residential facilities serving children with disabilities, data from the longitudinal transition study of special education students, and data profiles of children and youth classified as seriously emotionally disturbed. The Technology, Media, and Materials Program identified trends and issues in technology for special education. In each example, the information was provided to the field experts who contributed to establishing a strategic focus.

Establish a strategic focus. A strategic focus sets forth the accomplishments the program wants to achieve. These accomplishments are the outcomes of the program and align the program to OSEP's mission -- to be results- and client-oriented. For the programs, the mission and program targets state the potential accomplishments for the program. The mission states the direction for the program and its stakeholders. The program targets specify what is to be achieved. The targets suggest a robust action based on knowledge and, if followed, demonstrate

FIGURE 4.1

Building a Federal Program Agenda


OSEP ORGANIZATIONAL FOCUS:
"Achieving Better Results for Individuals with Disabilities"
Task 1: Conduct Scan and Analysis Focus
Identify Organizational Mandates
Identify Stakeholders
Identify Current Trends
Identify and Cluster Advances
Task 2: Establish Strategic Focus
Set Forth Program Targets
Establish Mission
Specify Objectives
Specify Priorities and Activities
Task 3: Create Action Plans
Analyze Resource Budget Requirements
Set Forth Schedule
Fund Projects
Task 4: Implement and Evaluate
Monitor and Evaluate Investments

a significant difference compelling enough for a national agenda. Also the targets address multiple audiences.

Figure 4.2 displays the procedures followed by three programs to establish the strategic focus: Special Studies, Children with Serious Emotional Disturbance, and Technology, Educational Media, and Materials. Three phases, for example, established the strategic focus for Technology, Educational Media, and Materials Program: form, refine, and confirm. First, a stimulus question was posed to field experts from which the field experts formed the mission and target statements: What are the strategic advances needed for improving the quality, use and access of technology, media, and materials to achieve better outcomes for children and youth with disabilities? The responses formed the targets and were subjected to further scrutiny of a broader special education community. Next, a program workgroup refined the mission and program targets. And lastly, a grassroots constituency, program staff, and technology and disability organizations confirmed the program targets through face to face focus groups and electronic conferences[8]. And finally, a program workgroup refined the program agenda based on the input from the three sources.

Other programs followed similar procedures. As in to the Technology Educational Media and Materials Program, a question served as a stimulus for the experts. For example, the following questions set the context for the agenda building process:

- *Program for Children with Serious Emotional Disturbance*: What are the most promising changes and improvements which, if implemented, would achieve better outcomes for children and youth with serious emotional disturbance?

- *Special Studies*: What information is needed to support broad systemic change for achieving better outcomes for students with disabilities?

Barriers for implementing the agenda, may be identified also. The Program for Children with Severe Disabilities, for example, asked for input from field experts and a grassroots constituency to identify the challenges for implementing a program agenda envisioned to achieve an integrated lifestyle for all children with severe disabilities (see exhibit 4.1). Future activities will encourage input from a range of organizations and agencies to determine barriers and opportunities for actualizing the agenda for the Program for Children with Severe Disabilities.

The profiles of the program agendas appear in Appendix G. Each profile includes the context for initiating the program planning and, when appropriate for the program, the mission, and program targets, objectives and challenges. Program staff create the action plans based upon the program agenda.

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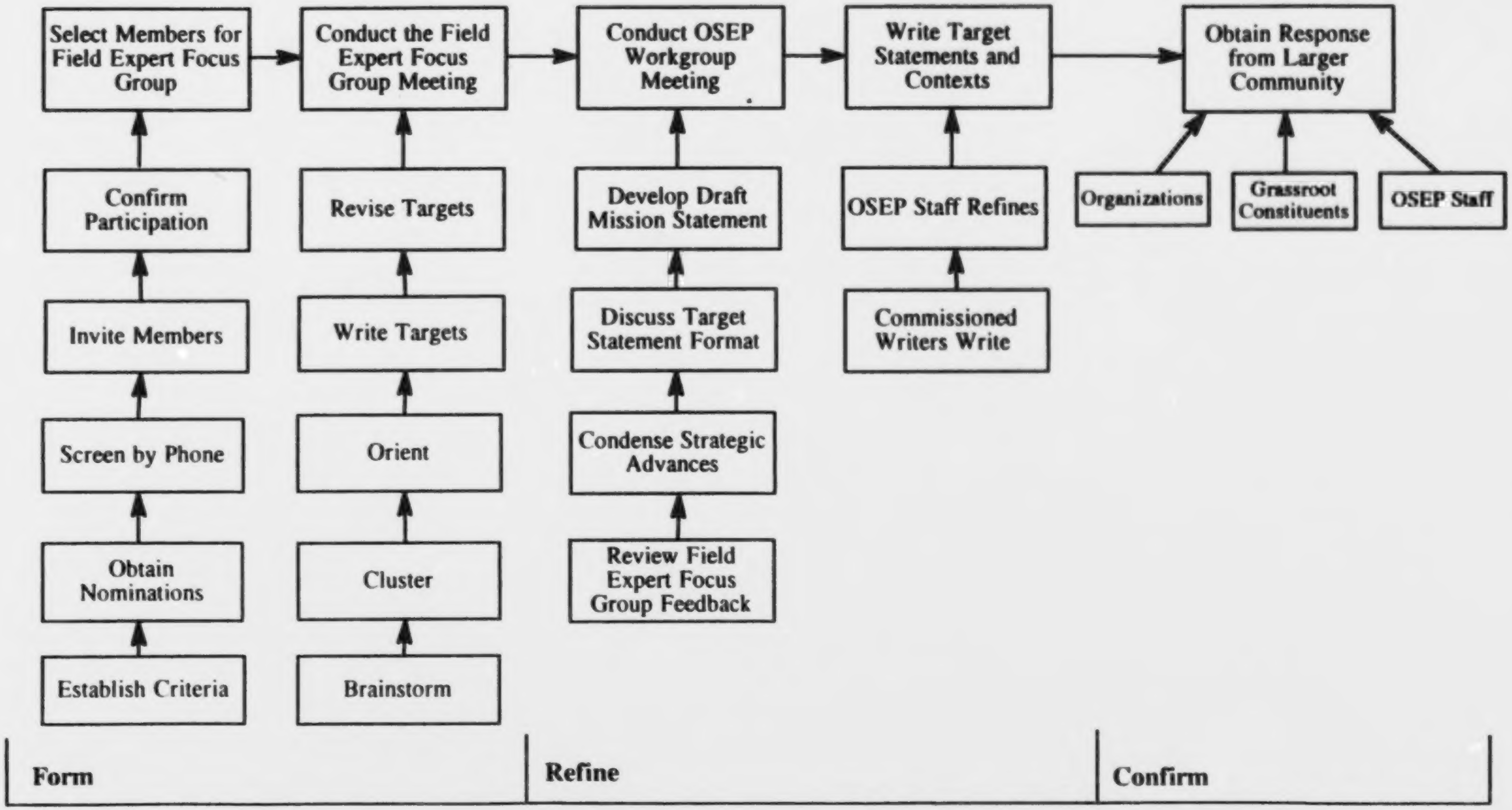
[8] A study was conducted to determine the cost-effectiveness of these two approaches for gaining wider input from a grassroots constituency (Lahm et al., 1992).

FIGURE 4-2.

Form, Refine, and Confirm Target Statements: The Procedures


Select Members for Field Expert Focus Group
Conduct the Field Expert Focus Group Meeting
Conduct OSEP Workgroup Meeting
Write Target Statements and Contexts
Obtain Response from Larger Community
Confirm Participation
Revise Targets
Develop Draft Mission Statement
OSEP Staff Refines
Organizations
Grassroot Constituents
OSEP Staff
Invite Members
Write Targets
Discuss Target Statement Format
Commissioned Writers Write
Screen by Phone
Orient
Condense Strategic Advances
Obtain Nominations
Cluster
Review Field Expert Focus Group Feedback
Establish Criteria
Brainstorm
Form
Refine
Confirm

SOURCE: Guidelines for Building a Federal Program Agenda in the Office of Special Education Programs, Division of Innovation and Development, June 1991. Prepared by Project Forum, an OSEP-sponsored contract with the National Association of State Directors of Special Education.

EXHIBIT 4.1

Program for Children with Severe Disabilities
Challenges to Achieving an Integrated Lifestyle for all Children with Severe Disabilities

Education	Employment	Social Relationships	Self-Determination	Recreation and Leisure	Neighborhood and Community	Home
Negative Attitudes About Individuals with Severe Disabilities Segregated Service Delivery Systems Limited Skills of General and Special Educators Limited Curricula Options Inadequate Support Systems Lack of Helpful Family Structures Problematic Funding Structures	Negative Attitudes About Individuals with Severe Disabilities Current State of the National Economy and Job Market Limited Support Provided in the Work Environment Barriers to Access Inadequate Planning for Transition from School to Work Settings Limited Employment Options Problematic Funding Structures Lack of Interagency Collaboration	Negative Attitudes About Individuals with Severe Disabilities Segregated Environments Need for Training Barriers to Access Difficulties Faced by Individuals with Severe Disabilities Lack of Attention to Cultural Diversity Confusion Over School and Family Responsibilities	Negative Attitudes About Individuals with Severe Disabilities Learned Helplessness on the Part of Individuals with Severe Disabilities Need for Training Difficulties Faced by Individuals with Severe Disabilities Barriers to Access Lack of Information Segregated Environments Problematic Funding Structures	Lack of Public Awareness About Individuals with Severe Disabilities Negative Attitudes About Individuals with Severe Disabilities Barriers to Access Segregated Environments	Barriers to Access Negative Attitudes About Individuals with Severe Disabilities Lack of Support Services	Limited Housing Options Inadequate Funding Lack of Adequate Family Supports Barriers to Access

Source: Patricia Bourexis et al. (September 1992). *Field activities and plausibility report for the program for children with severe disabilities.* Draft report. Prepared for the Office of Special Education Programs. Washington, DC: COSMOS Corporation.

Create the program actions. To accomplish the mission and targets, program staff set forth actions. These actions specify the objectives, action steps (including priorities), schedules and budget requirements.

The National Personnel Agenda has specified the objectives for achieving its program targets. For example, the field experts developed the objectives to achieve the program target on Recruitment and Retention:

- Expand and maintain a valid, comprehensive body of knowledge on effective recruitment and retention strategies.
- Identify and implement incentives for qualified persons to enter and persist in careers in special education, related services, and early intervention.
- Identify and implement strategies to recruit and retain qualified personnel in a wide range of difficult to fill positions.

Implement and evaluate the advances towards the target. After a competitive process, projects are awarded. In future agenda building activities, program staff will design an evaluation to mark the progress of projects advancing towards the mission and targets of the program agenda.

Summary. As displayed earlier in figure 4.1, the planning process is a rational process. Although presented in a linear fashion, the planning process is intended to be dynamic and allow opportunities for feedback within the process. Exhibit 4.2 displays the planning tasks completed by each discretionary program as of September 30, 1992.

Throughout the planning process, the implementation strategies for including the stakeholders, the special education community, were critical to setting forth the agenda.

Implementation Strategies to Engage the Stakeholders

Various implementation strategies were employed by the discretionary programs for encouraging input from the special education community to plan the program agendas (Schiller & Yin, 1990b). The range of implementation strategies demonstrate OSEP's commitment to involving a broad and inclusive base of community members for contributing to the program agendas. Across the five discretionary program agendas written to date, over 2,000 community members have contributed to developing the program agendas.

EXHIBIT 4.2

Planning Tasks Computed by the Discretionary Programs
September 30, 1992

		Planning Tasks[a]							
		Task 1.	Task 2. Establish Strategic Focus			Task 3. Create Action Plans			Task 4.
Discretionary Programs	Preliminary Planning[b]	Scan and Analyses	Establish Mission	Establish Targets	Identify Barriers	Set Objectives	Create Priorities	Budget Schedule	Implement and Evaluate
Programs for Children with Severe Emotional Disturbances		X	X	X					
Programs for Children with Severe Disabilities		X	X	X	X				
Technology, Educational Media, and Materials Programs		X	X	X					
Special Studies Program		X	X	X					
Training Personnel for the Education of Individuals with Disabilities		X		X		X			
Regional Resource and Federal Centers	X	X	X						

Exhibit 4.2 (continued)

		Planning Tasks[a]							
		Task 1.	Task 2. Establish Strategic Focus			Task 3. Create Action Plans			Task 4.
Discretionary Programs	Preliminary Planning[b]	Scan and Analyses	Establish Mission	Establish Targets	Identify Barriers	Set Objectives	Create Priorities	Budget Schedule	Implement and Evaluate
Captioned Films, Television, Descriptive Video, and Educational Media for Individuals with Disabilities	X								
Services for Deaf-blind Children and Youth	X								
Postsecondary Education									
Secondary Education and Transitional Services for Youth with Disabilities									
Research in Education of Children with Disabilities									
Early Education Programs for Children with Disabilities									

[a] Although presented in subsets of tasks, each program will accomplish the major tasks.

[b] Each program engages in on-going Planning that contributes to the program agenda.

Although the particular substantive expertise varied across programs, the implementation strategies were designed to include each of the following types of stakeholders:

- Field-Experts: individuals who bring a professional reputation and personal expertise, wisdom and perspective to the issues of the program, and who quickly build working relationships with a small group of individuals who are unfamiliar;
- Grassroots Constituents: local and State service delivery personnel and parents who bring depth of experiences on the issues of the program; and
- Organizations and Associations: representatives of an organization who bring a political or constituent perspective to the issues of the program.

As displayed in exhibit 4.3, considerable thought and effort were spent on achieving a balance of perspectives from a wide variety of field experts. The exhibit displays the characteristics of the field-experts who were invited to the Technology, Media and Materials Program initial meeting. For example, differing perspectives exist between professionals engaged in activities on assistive technology, instructional technology, and technology and textbooks. Other differences were represented as well. The final make-up of the groups reflected these differing views.

The selection of these strategies varied across programs. Program staff capitalized upon opportunities for input to the process during already planned meetings, such as in the case of the Program for Children with Severe Disabilities. In October 1991, project directors contributed to the agenda. In other instances, program staff specifically designed the meeting for input. In February 1992, the program convened a meeting of State specialists in severe disabilities for gaining input on the agenda (Bourexis et al., 1992). For other programs, evaluation resources were used to conduct the planning process (Adduci, 1992; Bourexis, 1992; Lahm, 1992).

To gain input on the program agendas from the stakeholders, the range of implementation strategies included:

- Working Groups: OSEP staff, support staff, and commissioned writers;
- Focus Groups: diverse membership of 8-10 field-experts convened for face-to-face meeting (Lahm et al., 1992; Osher, 1991);
- Interview: designed to query and gain input from a grassroots constituency on the program agenda (Bourexis et al., 1990);

EXHIBIT 4.3

Technology, Educational Media, and Materials Program

Expertise of Field Experts in the Focus Group

Field Expert Participants	Professional Role								
	School-Based Administrator	District Level Administrator	School-Based Practitioner	District Level Practitioner	University Faculty	Parent	Developer/ Publisher	Individual with Disabilities	Other
(1)							X		
(2)					X				
(3)									X
(4)					X				
(5)			X						
(6)		X				X			
(7)				X					X
(8)								X	X
(9)					X				X
(10)	X								

(Continued on next page)

Exhibit 4.3 (continued)

Field Expert Participants	Ranked TMM Roles[a]							Experience	
	Researcher	Trainer	Supervisor	Developer	Technical Assistance Provider	Consumer	Other	Number of Years in Education	Number of Roles in Education
(1)				1				30	5
(2)	1	3		2				20	3
(3)		2			1		3	27	5
(4)	1			3	2			21	3
(5)	3	2	1			1		24	1
(6)	1	3				2		25	5
(7)	3	1	2					17	3
(8)	1		3		2	1		23	3
(9)	1			2	3			20	2
(10)				1		2		20	6

(Continued on next page)

Exhibit 4.3 (continued)

Field Expert Participants	Ranked TMM Expertise[a]					Ranked Disabilities Expertise							
	Media and Materials	Interactive Technology	Curriculum and Instruction	Access Technology	Productivity Tools	Mild	Moderate and Severe Cognitive	Physical	Hearing	Vision	Emotional Disability	Multiple
(1)	1											
(2)		1	2			1	2					
(3)	2			1			3			1		2
(4)	1		1			1					2	
(5)	2	3	1			1		3	2	3	1	
(6)	1	2	1			1						
(7)	1	3	2			1					2	
(8)	2	2		1				2	1	1		
(9)		2		1		2	2	1	2	1	2	2
(10)	1	1				2					1	

(Continued on next page)

Exhibit 4.3 (continued)

Field Expert Participants	School Level Expertise							Minority Experience	Localities		
	Infants and Toddlers	Pre-School	Primary	Middle	Intermediate	High School	Postsecondary		Urban	Suburban	Rural
(1)								N			
(2)			X	X	X			Y	X		X
(3)	X	X	X	X	X	X	X	N	X	X	
(4)			X	X	X			Y	X	X	X
(5)			X	X	X			N		X	
(6)		X	X	X	X	X		N		X	
(7)			X	X	X			Y	X		
(8)						X		Y	X		
(9)	X	X	X	X	X	X	X	N	X	X	
(10)			X	X				N		X	X

[a]Rankings determined by the professional.

1 = primary role; 2 = secondary role; 3 = tertiary role.

Source: Lynn Adduci et al. (September 1992). *Annual report on the technology, educational media, and materials program*. Prepared for the Office of Special Education programs. Washington, DC: COSMOS Corporation.

- Teleconference: electronic video conferencing across multiple sites gaining wide input from a grassroots constituency (Council for Exceptional Children, 1990);
- Electronic Conferences: working from remote and multiple sites, grassroot constituents responded to stimulus materials on computers over a three-week time period (Lahm, 1992);
- Panels: convening 6-8 field experts of a homogeneous make-up;
- Commissioned Papers: trends and issues, data profiles, scenarios for the future; and
- Federal Register Announcement: program plan is announced in Federal register for final comment. Program staff revise accordingly.

Summary

OSEP has implemented planning processes for developing program agendas for the discretionary programs. The planning processes were designed to obtain wide input from the special education and education community. As of September 30, 1992, five program agendas have been written. Preliminary planning has occurred for three additional discretionary programs. OSEP is committed to continuing the planning processes for all the discretionary programs.

Definition of Key Terms

The following definitions are provided for further clarification for building Federal agendas for the discretionary programs:

- Activity: Authorized by the program's legislation that allows for the program agenda to be set in motion. For example, research, evaluation, and demonstration are program activities.
- Action: The steps the program will take to implement the program plan, such as setting program priorities, networking, collaboration across agencies, and public relations.
- Context: For the development of each program agenda, the special education community was posed a question. The question set the stage for the discussions among the focus group members.

- Environmental Scan: Generic term used to describe a series of activities aimed at providing the program with information it may need to make future decisions.

- Focus Group: Adapted from marketing and anthropology research techniques, convening of the special education community to identify the programmatic advances needed to set forth a program agenda.

- Implementation Strategy: A process method used to conduct the Planning process.

- Mission: A statement that provides direction for the organization and its stakeholders. Sets the stage for identifying and reaching goals.

- Process: A series of steps through which a program moves to set forth a program agenda.

- Program: Authorized by legislation to implement the Individuals with Disabilities Education Act (P.L. 101-476).

- Program Agenda: Adapted from political science planning processes, the outcome or product from planning. Also called a program plan.

- Program Plan: The written outcome or products from planning. Also called a program agenda.

- Program Target: Sets forth the goals of the program.

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APPENDIX A

DATA TABLES

TABLE AA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY AGE GROUP

DURING THE 1991-92 SCHOOL YEAR

STATE	AGE GROUP BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	96,975	634	7,710	43,745	39,474	83,219	5,412
ALASKA	16,106	433	1,656	8,084	5,350	13,434	583
ARIZONA	61,076	633	5,151	29,702	22,892	52,594	2,698
ARKANSAS	49,018	590	5,058	20,103	20,992	41,095	2,275
CALIFORNIA	494,058	832	43,519	249,646	181,037	430,683	19,024
COLORADO	60,357	761	4,683	28,291	24,008	52,299	2,614
CONNECTICUT	66,192	657	5,814	28,817	27,470	56,287	3,434
DELAWARE	14,435	46	1,631	6,964	5,062	12,026	732
DISTRICT OF COLUMBIA	7,104	159	429	2,923	2,999	5,922	594
FLORIDA	253,606	2,005	16,284	132,661	92,953	225,614	9,703
GEORGIA	107,660	174	8,204	55,488	39,589	95,077	4,205
HAWAII	14,163	647	930	6,496	5,688	12,184	402
IDAHO	22,755	501	2,708	11,661	7,196	18,857	689
ILLINOIS	245,931	3,560	23,793	117,163	90,496	207,659	10,919
INDIANA	118,924	2,281	7,593	60,678	42,856	103,534	5,516
IOWA	61,510	964	5,427	27,148	25,067	52,215	2,904
KANSAS	47,063	638	4,314	23,564	16,688	40,252	1,859
KENTUCKY	81,681	788	12,201	37,736	27,621	65,357	3,335
LOUISIANA	78,760	1,461	7,139	34,822	31,022	65,844	4,316
MAINE	27,891	0	2,497	13,093	11,044	24,137	1,257
MARYLAND	92,520	2,775	7,840	43,235	34,834	78,069	3,836
MASSACHUSETTS	156,633	5,549	12,744	67,953	62,437	130,390	7,950
MICHIGAN	172,238	2,959	15,411	77,595	66,967	144,562	9,306
MINNESOTA	83,028	2,203	9,002	36,697	32,071	68,768	3,055
MISSISSIPPI	61,197	71	4,660	28,869	24,639	53,508	2,958
MISSOURI	105,521	1,323	5,168	50,675	43,536	94,211	4,819
MONTANA	18,038	273	1,798	8,965	6,250	15,215	752
NEBRASKA	35,975	584	2,772	18,306	12,687	30,993	1,626
NEVADA	20,530	546	1,818	10,294	7,202	17,496	670
NEW HAMPSHIRE	21,047	615	1,538	8,808	8,976	17,784	1,110
NEW JERSEY	184,621	2,404	15,041	89,567	68,995	158,562	8,614
NEW MEXICO	38,207	47	2,605	18,187	15,879	34,066	1,489
NEW YORK	324,677	2,298	29,213	128,097	144,883	272,980	20,186
NORTH CAROLINA	127,867	766	11,218	65,121	45,958	111,079	4,804
NORTH DAKOTA	12,679	214	1,163	6,072	4,612	10,684	618
OHIO	210,268	0	13,629	105,200	80,043	185,243	11,396
OKLAHOMA	68,576	659	5,324	34,014	25,839	59,853	2,740
OREGON	56,702	821	3,122	28,750	21,685	50,435	2,324
PENNSYLVANIA	214,035	5,349	16,887	96,425	84,458	180,883	10,916
PUERTO RICO	34,981	0	3,696	11,540	16,453	27,993	3,292
RHODE ISLAND	21,588	462	1,801	9,679	8,519	18,198	1,127
SOUTH CAROLINA	79,872	622	8,577	40,318	27,181	67,499	3,174
SOUTH DAKOTA	15,284	249	2,214	7,472	4,728	12,200	621
TENNESSEE	111,315	2,296	8,630	52,138	42,865	95,003	5,386
TEXAS	367,860	7,023	26,059	173,590	142,161	315,751	19,027
UTAH	50,009	1,288	3,755	26,575	16,942	43,517	1,449
VERMONT	11,101	119	1,011	5,151	4,331	9,482	489
VIRGINIA	122,647	2,551	10,808	58,281	45,500	103,781	5,507
WASHINGTON	91,286	2,032	10,430	44,195	30,810	75,005	3,819
WEST VIRGINIA	44,338	791	3,581	19,528	17,937	37,465	2,501
WISCONSIN	91,742	1,433	11,452	39,562	35,086	74,648	4,209
WYOMING	11,935	392	1,334	5,591	4,120	9,711	498
AMERICAN SAMOA	322	0	35	155	124	279	8
GUAM	1,619	0	197	584	684	1,268	154
NORTHERN MARIANAS	426	17	50	166	183	349	10
PALAU	456	0	9	160	204	364	83
VIRGIN ISLANDS	1,399	0	136	534	628	1,162	101
BUR. OF INDIAN AFFAIRS	6,365	.	757	2,933	2,423	5,356	252
U.S. AND INSULAR AREAS	4,994,169	66,495	422,226	2,359,767	1,912,334	4,272,101	233,347
50 STATES, D.C. & P.R.	4,983,582	66,478	421,042	2,355,235	1,908,088	4,263,323	232,739

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
14OCT92

TABLE AA2

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	95,021	1,954	96,975
ALASKA	12,567	3,539	16,106
ARIZONA	59,281	1,795	61,076
ARKANSAS	45,573	3,445	49,018
CALIFORNIA	489,716	4,342	494,058
COLORADO	55,430	4,927	60,357
CONNECTICUT	61,851	4,341	66,192
DELAWARE	11,563	2,872	14,435
DISTRICT OF COLUMBIA	2,777	4,327	7,104
FLORIDA	243,546	10,060	253,606
GEORGIA	105,206	2,454	107,660
HAWAII	13,220	943	14,163
IDAHO	21,654	1,101	22,755
ILLINOIS	201,987	43,944	245,931
INDIANA	110,943	7,981	118,924
IOWA	60,016	1,494	61,510
KANSAS	44,237	2,826	47,063
KENTUCKY	78,967	2,714	81,681
LOUISIANA	74,437	4,323	78,760
MAINE	26,908	983	27,891
MARYLAND	88,069	4,451	92,520
MASSACHUSETTS	136,640	19,993	156,633
MICHIGAN	156,828	15,410	172,238
MINNESOTA	80,432	2,596	83,028
MISSISSIPPI	60,384	813	61,197
MISSOURI	102,288	3,233	105,521
MONTANA	17,560	478	18,038
NEBRASKA	35,167	808	35,975
NEVADA	19,957	573	20,530
NEW HAMPSHIRE	19,276	1,771	21,047
NEW JERSEY	178,324	6,297	184,621
NEW MEXICO	37,907	300	38,207
NEW YORK	306,511	18,166	324,677
NORTH CAROLINA	125,460	2,407	127,867
NORTH DAKOTA	11,886	793	12,679
OHIO	202,156	8,112	210,268
OKLAHOMA	67,209	1,367	68,576
OREGON	47,101	9,601	56,702
PENNSYLVANIA	190,791	23,244	214,035
PUERTO RICO	34,981	0	34,981
RHODE ISLAND	20,582	1,006	21,588
SOUTH CAROLINA	78,574	1,298	79,872
SOUTH DAKOTA	14,609	675	15,284
TENNESSEE	107,918	3,397	111,315
TEXAS	353,120	14,740	367,860
UTAH	47,317	2,692	50,009
VERMONT	9,500	1,601	11,101
VIRGINIA	118,849	3,798	122,647
WASHINGTON	86,470	4,816	91,286
WEST VIRGINIA	42,737	1,601	44,338
WISCONSIN	87,735	4,007	91,742
WYOMING	11,446	489	11,935
AMERICAN SAMOA	285	37	322
GUAM	1,441	178	1,619
NORTHERN MARIANAS	203	223	426
PALAU	202	254	456
VIRGIN ISLANDS	1,281	118	1,399
BUR. OF INDIAN AFFAIRS	6,365	.	6,365
U.S. AND INSULAR AREAS	4,722,461	271,708	4,994,169
50 STATES, D.C. & P.R.	4,712,684	270,898	4,983,582

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBC9NX1A)
14OCT92

TABLE AA3

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	87,564	1,067	88,631
ALASKA	11,268	2,749	14,017
ARIZONA	54,372	920	55,292
ARKANSAS	41,323	2,047	43,370
CALIFORNIA	446,378	3,329	449,707
COLORADO	51,635	3,278	54,913
CONNECTICUT	56,300	3,421	59,721
DELAWARE	9,932	2,826	12,758
DISTRICT OF COLUMBIA	2,517	3,999	6,516
FLORIDA	228,931	6,386	235,317
GEORGIA	97,327	1,955	99,282
HAWAII	12,322	264	12,586
IDAHO	19,265	281	19,546
ILLINOIS	178,937	39,641	218,578
INDIANA	103,424	5,626	109,050
IOWA	54,614	505	55,119
KANSAS	40,162	1,949	42,111
KENTUCKY	66,789	1,903	68,692
LOUISIANA	67,582	2,578	70,160
MAINE	24,466	928	25,394
MARYLAND	80,294	1,611	81,905
MASSACHUSETTS	126,555	11,785	138,340
MICHIGAN	142,483	11,385	153,868
MINNESOTA	71,438	385	71,823
MISSISSIPPI	55,819	647	56,466
MISSOURI	97,161	1,869	99,030
MONTANA	15,778	189	15,967
NEBRASKA	32,403	216	32,619
NEVADA	18,139	27	18,166
NEW HAMPSHIRE	18,017	877	18,894
NEW JERSEY	163,604	3,572	167,176
NEW MEXICO	35,316	239	35,555
NEW YORK	277,521	15,645	293,166
NORTH CAROLINA	114,285	1,598	115,883
NORTH DAKOTA	10,894	408	11,302
OHIO	191,196	5,443	196,639
OKLAHOMA	61,912	681	62,593
OREGON	45,898	6,861	52,759
PENNSYLVANIA	176,977	14,822	191,799
PUERTO RICO	31,285	0	31,285
RHODE ISLAND	18,842	483	19,325
SOUTH CAROLINA	70,045	628	70,673
SOUTH DAKOTA	12,416	405	12,821
TENNESSEE	99,389	1,000	100,389
TEXAS	328,323	6,455	334,778
UTAH	43,895	1,071	44,966
VERMONT	8,647	1,324	9,971
VIRGINIA	108,094	1,194	109,288
WASHINGTON	76,811	2,013	78,824
WEST VIRGINIA	39,483	483	39,966
WISCONSIN	76,890	1,967	78,857
WYOMING	10,112	97	10,209
AMERICAN SAMOA	250	37	287
GUAM	1,244	178	1,422
NORTHERN MARIANAS	178	181	359
PALAU	193	254	447
VIRGIN ISLANDS	1,201	62	1,263
BUR. OF INDIAN AFFAIRS	5,608	.	5,608
U.S. AND INSULAR AREAS	4,323,704	181,744	4,505,448
50 STATES, D.C. & P.R.	4,315,030	181,032	4,496,062

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBC9NX1A)
14OCT92

TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	88,631	35,054	19,249	24,873	5,449	1,001	1,084	462
ALASKA	14,017	8,860	3,111	466	668	138	458	86
ARIZONA	55,292	32,777	10,429	5,119	3,537	1,060	1,073	658
ARKANSAS	43,370	24,637	6,593	9,961	250	539	669	162
CALIFORNIA	449,707	274,620	100,472	25,435	14,028	7,399	5,586	7,669
COLORADO	54,913	29,479	8,304	2,747	8,466	783	3,936	843
CONNECTICUT	59,721	31,964	9,766	3,506	11,279	697	1,201	238
DELAWARE	12,758	7,828	1,608	1,358	1,206	188	53	284
DISTRICT OF COLUMBIA	6,516	3,755	497	1,007	836	47	120	65
FLORIDA	235,317	103,058	66,374	32,315	25,421	1,458	1	2,938
GEORGIA	99,282	31,645	21,741	23,019	19,876	1,159	0	673
HAWAII	12,586	7,255	2,038	1,264	1,075	273	201	177
IDAHO	19,546	11,745	3,592	2,595	385	318	269	182
ILLINOIS	218,578	107,008	53,598	23,840	25,667	2,839	0	2,829
INDIANA	109,050	45,444	35,151	18,837	6,046	1,138	766	783
IOWA	55,119	25,909	9,015	10,481	7,265	776	561	857
KANSAS	42,111	18,519	10,632	5,178	4,553	584	1,501	356
KENTUCKY	68,692	23,542	20,947	17,616	3,420	774	1,138	439
LOUISIANA	70,160	30,551	17,878	11,122	4,769	1,278	881	1,151
MAINE	25,394	11,783	5,909	1,780	3,955	274	1,072	173
MARYLAND	81,905	42,455	22,198	5,083	5,044	1,171	3,712	554
MASSACHUSETTS	138,340	50,614	29,604	29,866	19,598	1,771	3,049	1,192
MICHIGAN	153,868	74,325	33,030	18,085	17,962	2,496	1,941	4,216
MINNESOTA	71,823	31,833	13,143	9,834	12,989	1,406	0	1,225
MISSISSIPPI	56,466	29,255	17,823	7,118	209	515	327	986
MISSOURI	99,030	50,614	23,773	12,738	8,643	970	519	719
MONTANA	15,967	9,230	3,727	1,132	823	258	370	81
NEBRASKA	32,619	14,942	8,235	4,426	2,719	558	449	439
NEVADA	18,166	11,066	3,854	1,274	1,027	178	245	306
NEW HAMPSHIRE	18,894	11,250	3,661	848	1,864	226	266	152
NEW JERSEY	167,176	88,397	48,209	5,035	14,366	1,283	7,980	588
NEW MEXICO	35,555	17,516	10,700	1,883	3,320	425	710	614
NEW YORK	293,166	177,412	28,663	19,354	43,882	4,214	11,240	2,240
NORTH CAROLINA	115,883	54,702	24,244	19,846	9,690	1,876	1,275	952
NORTH DAKOTA	11,302	5,699	3,455	1,298	443	111	0	99
OHIO	196,639	76,010	50,737	42,089	9,475	2,424	10,880	3,969
OKLAHOMA	62,593	31,929	14,477	11,331	1,871	685	1,393	282
OREGON	52,759	28,637	13,282	3,782	3,395	1,171	0	836
PENNSYLVANIA	191,799	86,634	48,732	31,223	18,771	3,212	514	1,277
PUERTO RICO	31,285	10,252	1,459	14,609	886	908	1,123	473
RHODE ISLAND	19,325	12,446	3,435	1,035	1,622	164	124	157
SOUTH CAROLINA	70,673	30,220	18,750	13,776	5,200	970	408	732
SOUTH DAKOTA	12,821	6,133	3,622	1,460	544	272	431	159
TENNESSEE	100,389	54,506	23,812	12,490	2,630	1,236	1,528	1,070
TEXAS	334,778	196,852	61,743	23,715	27,970	4,480	2,990	4,033
UTAH	44,966	23,770	7,437	3,261	7,561	660	1,282	225
VERMONT	9,971	4,905	2,221	1,374	896	165	109	91
VIRGINIA	109,288	58,309	23,793	12,391	9,167	1,223	1,939	759
WASHINGTON	78,824	38,669	15,252	7,433	5,021	2,015	2,709	1,127
WEST VIRGINIA	39,966	18,632	10,555	7,629	2,137	366	0	307
WISCONSIN	78,857	26,006	15,488	4,348	11,698	279	19,919	546
WYOMING	10,209	5,570	2,712	603	640	160	37	164
AMERICAN SAMOA	287	0	64	192	2	14	8	1
GUAM	1,422	884	196	167	33	28	54	21
NORTHERN MARIANAS	359	168	32	44	10	26	50	13
PALAU	447	178	30	28	25	52	20	33
VIRGIN ISLANDS	1,263	323	208	620	35	20	37	5
BUR. OF INDIAN AFFAIRS	5,608	3,219	1,411	308	351	52	194	22
U.S. AND INSULAR AREAS	4,505,448	2,248,995	1,000,671	554,247	400,670	60,763	98,402	51,690
50 STATES, D.C. & P.R.	4,496,062	2,244,223	998,730	552,888	400,214	60,571	98,039	51,595

DATA AS OF OCTOBER 1, 1992.

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14OCT92

TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	947	436	16	53	7
ALASKA	173	43	7	2	5
ARIZONA	107	361	0	163	8
ARKANSAS	348	169	2	28	12
CALIFORNIA	11,443	2,919	132	1	3
COLORADO	0	279	76	0	0
CONNECTICUT	446	465	14	127	18
DELAWARE	8	86	25	113	1
DISTRICT OF COLUMBIA	68	46	13	61	1
FLORIDA	2,836	884	30	2	0
GEORGIA	698	446	25	0	0
HAWAII	247	54	2	0	0
IDAHO	323	90	10	23	14
ILLINOIS	1,555	1,037	45	69	91
INDIANA	0	529	58	298	0
IOWA	1	208	46	0	0
KANSAS	591	189	8	0	0
KENTUCKY	331	471	14	0	0
LOUISIANA	2,065	453	12	0	0
MAINE	291	100	6	29	22
MARYLAND	1,144	502	42	0	0
MASSACHUSETTS	1,693	868	85	0	0
MICHIGAN	0	768	0	1,045	0
MINNESOTA	796	346	20	231	0
MISSISSIPPI	0	221	12	0	0
MISSOURI	345	341	62	271	35
MONTANA	216	122	8	0	0
NEBRASKA	638	210	3	0	0
NEVADA	126	88	2	0	0
NEW HAMPSHIRE	518	108	1	0	0
NEW JERSEY	583	430	99	206	0
NEW MEXICO	185	163	14	22	3
NEW YORK	4,733	1,376	52	0	0
NORTH CAROLINA	1,952	608	20	718	0
NORTH DAKOTA	84	67	46	0	0
OHIO	0	1,024	31	0	0
OKLAHOMA	255	334	36	0	0
OREGON	897	347	10	402	0
PENNSYLVANIA	49	1,384	3	0	0
PUERTO RICO	624	543	86	316	6
RHODE ISLAND	240	85	7	7	3
SOUTH CAROLINA	110	380	5	115	7
SOUTH DAKOTA	70	71	12	34	13
TENNESSEE	1,870	875	17	290	65
TEXAS	11,136	1,804	55	0	0
UTAH	475	226	69	0	0
VERMONT	175	33	2	0	0
VIRGINIA	568	641	4	488	6
WASHINGTON	6,225	341	32	0	0
WEST VIRGINIA	14	207	21	89	9
WISCONSIN	295	273	5	0	0
WYOMING	272	49	2	0	0
AMERICAN SAMOA	0	2	3	0	1
GUAM	19	16	4	0	0
NORTHERN MARIANAS	14	0	0	2	0
PALAU	45	31	5	0	0
VIRGIN ISLANDS	1	4	7	3	0
BUR. OF INDIAN AFFAIRS	35	16	0	0	0
U.S. AND INSULAR AREAS	58,880	24,169	1,423	5,208	330
50 STATES, D.C. & P.R.	58,766	24,100	1,404	5,203	329

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TABLE AA5

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING THE 1991-92 SCHOOL YEAR

	AGE GROUP						
STATE	BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	1,954	634	253	203	683	886	181
ALASKA	3,539	433	357	1,563	1,054	2,617	132
ARIZONA	1,795	633	242	390	433	823	97
ARKANSAS	3,445	590	808	999	844	1,843	204
CALIFORNIA	4,342	832	181	497	1,527	2,024	1,305
COLORADO	4,927	761	888	1,580	1,225	2,805	473
CONNECTICUT	4,341	657	263	639	2,128	2,767	654
DELAWARE	2,872	46	0	1,178	1,261	2,439	387
DISTRICT OF COLUMBIA	4,327	159	169	2,031	1,634	3,665	334
FLORIDA	10,060	2,005	1,669	2,851	2,522	5,373	1,013
GEORGIA	2,454	174	325	790	891	1,681	274
HAWAII	943	647	32	65	153	218	46
IDAHO	1,101	501	319	125	128	253	28
ILLINOIS	43,944	3,560	743	16,452	19,195	35,647	3,994
INDIANA	7,981	2,281	74	2,498	1,990	4,488	1,138
IOWA	1,494	964	25	121	329	450	55
KANSAS	2,826	638	239	948	836	1,784	165
KENTUCKY	2,714	788	23	772	890	1,662	241
LOUISIANA	4,323	1,461	284	918	1,134	2,052	526
MAINE	983	0	55	202	607	809	119
MARYLAND	4,451	2,775	65	268	850	1,118	493
MASSACHUSETTS	19,993	5,549	2,659	4,612	5,373	9,985	1,800
MICHIGAN	15,410	2,959	1,066	3,691	5,200	8,891	2,494
MINNESOTA	2,596	2,203	8	72	264	336	49
MISSISSIPPI	813	71	95	250	246	496	151
MISSOURI	3,233	1,323	41	619	796	1,415	454
MONTANA	478	273	16	63	104	167	22
NEBRASKA	808	584	8	26	143	169	47
NEVADA	573	546	0	0	22	22	5
NEW HAMPSHIRE	1,771	615	279	311	417	728	149
NEW JERSEY	6,297	2,404	321	903	1,635	2,538	1,034
NEW MEXICO	300	47	14	80	128	208	31
NEW YORK	18,166	2,298	223	7,998	6,200	14,198	1,447
NORTH CAROLINA	2,407	766	43	432	822	1,254	344
NORTH DAKOTA	793	214	171	296	86	382	26
OHIO	8,112	0	2,669	1,788	2,013	3,801	1,642
OKLAHOMA	1,367	659	27	150	347	497	184
OREGON	9,601	821	1,919	3,187	2,918	6,105	756
PENNSYLVANIA	23,244	5,349	3,073	7,302	5,843	13,145	1,677
PUERTO RICO	0	0	0	0	0	0	0
RHODE ISLAND	1,006	462	61	128	234	362	121
SOUTH CAROLINA	1,298	622	48	184	295	479	149
SOUTH DAKOTA	675	249	21	144	128	272	133
TENNESSEE	3,397	2,296	101	252	557	809	191
TEXAS	14,740	7,023	1,262	2,742	2,635	5,377	1,078
UTAH	2,692	1,288	333	586	387	973	98
VERMONT	1,601	119	158	653	533	1,186	138
VIRGINIA	3,798	2,551	53	430	580	1,010	184
WASHINGTON	4,816	2,032	771	973	754	1,727	286
WEST VIRGINIA	1,601	791	327	125	249	374	109
WISCONSIN	4,007	1,433	607	1,072	698	1,770	197
WYOMING	489	392	0	23	48	71	26
AMERICAN SAMOA	37	0	0	12	22	34	3
GUAM	178	0	0	58	100	158	20
NORTHERN MARIANAS	223	17	25	83	93	176	5
PALAU	254	0	0	73	102	175	79
VIRGIN ISLANDS	118	0	56	16	24	40	22
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	271,708	66,495	23,469	74,424	80,310	154,734	27,010
50 STATES, D.C. & P.R.	270,898	66,478	23,388	74,182	79,969	154,151	26,881

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SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	203	2	0	6	55	66	19	0
ALASKA	1,563	777	550	58	46	17	69	12
ARIZONA	390	3	23	43	10	187	66	13
ARKANSAS	999	34	65	515	2	102	168	44
CALIFORNIA	497	7	1	129	60	259	12	0
COLORADO	1,580	189	161	263	104	75	650	91
CONNECTICUT	639	66	14	71	80	33	141	3
DELAWARE	1,178	396	0	349	151	51	10	110
DISTRICT OF COLUMBIA	2,031	1,036	141	368	274	18	43	39
FLORIDA	2,851	4	19	2,425	227	122	0	18
GEORGIA	790	17	43	311	192	138	0	20
HAWAII	65	1	2	11	4	17	17	11
IDAHO	125	5	0	29	0	34	33	3
ILLINOIS	16,452	4,732	750	4,357	4,370	809	0	855
INDIANA	2,498	152	211	1,372	91	168	169	156
IOWA	121	0	0	5	24	65	2	0
KANSAS	948	120	149	235	142	84	120	47
KENTUCKY	772	22	91	230	68	100	151	40
LOUISIANA	918	50	30	339	62	87	154	118
MAINE	202	11	12	32	68	20	48	4
MARYLAND	268	0	0	4	37	128	14	0
MASSACHUSETTS	4,612	1,648	1,048	971	644	61	105	45
MICHIGAN	3,691	40	34	1,763	574	47	832	38
MINNESOTA	72	0	0	1	2	53	0	0
MISSISSIPPI	250	4	65	38	1	62	23	28
MISSOURI	619	0	0	565	2	38	0	0
MONTANA	63	4	1	3	4	21	1	0
NEBRASKA	26	0	0	5	2	10	1	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	311	11	21	26	13	84	78	9
NEW JERSEY	903	32	2	367	29	63	181	42
NEW MEXICO	80	0	1	8	30	31	6	0
NEW YORK	7,998	1,381	2,180	1,023	779	688	1,152	395
NORTH CAROLINA	432	8	0	62	41	201	96	0
NORTH DAKOTA	296	11	47	140	5	10	0	38
OHIO	1,788	0	1	164	11	29	1,557	0
OKLAHOMA	150	0	0	3	19	58	28	2
OREGON	3,187	219	411	933	334	510	0	258
PENNSYLVANIA	7,302	1,495	1,397	2,355	1,018	414	97	345
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	128	26	6	42	16	3	15	7
SOUTH CAROLINA	184	0	1	29	4	54	63	0
SOUTH DAKOTA	144	0	2	1	60	27	23	18
TENNESSEE	252	6	9	49	52	67	16	0
TEXAS	2,742	86	52	428	10	1,650	173	111
UTAH	586	27	27	126	20	181	86	26
VERMONT	653	119	215	177	28	32	28	22
VIRGINIA	430	12	2	21	34	54	35	0
WASHINGTON	973	49	31	232	44	89	270	67
WEST VIRGINIA	125	2	1	53	0	27	0	13
WISCONSIN	1,072	46	114	61	41	6	730	30
WYOMING	23	6	0	0	4	9	4	0
AMERICAN SAMOA	12	0	0	7	1	0	2	0
GUAM	58	5	5	17	6	13	4	0
NORTHERN MARIANAS	83	31	13	11	2	6	16	3
PALAU	73	15	6	5	7	4	5	6
VIRGIN ISLANDS	16	0	0	9	0	0	7	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	74,424	12,907	7,954	20,847	9,904	7,182	7,520	3,087
50 STATES, D.C. & P.R.	74,182	12,856	7,930	20,798	9,888	7,159	7,486	3,078

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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0	35	0	20	0
ALASKA	23	9	2	0	0
ARIZONA	1	44	0	0	0
ARKANSAS	24	39	2	4	0
CALIFORNIA	1	24	3	1	0
COLORADO	0	22	25	0	0
CONNECTICUT	4	217	7	2	1
DELAWARE	0	41	11	59	0
DISTRICT OF COLUMBIA	44	16	7	44	1
FLORIDA	0	32	3	1	0
GEORGIA	11	50	8	0	0
HAWAII	2	0	0	0	0
IDAHO	4	17	0	0	0
ILLINOIS	393	155	11	10	10
INDIANA	0	94	15	70	0
IOWA	1	19	5	0	0
KANSAS	30	19	2	0	0
KENTUCKY	26	42	2	0	0
LOUISIANA	51	21	6	0	0
MAINE	3	0	2	2	0
MARYLAND	2	70	13	0	0
MASSACHUSETTS	60	25	5	0	0
MICHIGAN	0	3	0	360	0
MINNESOTA	0	14	2	0	0
MISSISSIPPI	0	28	1	0	0
MISSOURI	0	14	0	0	0
MONTANA	0	25	4	0	0
NEBRASKA	5	3	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	20	48	1	0	0
NEW JERSEY	2	149	35	1	0
NEW MEXICO	0	0	4	0	0
NEW YORK	279	121	0	0	0
NORTH CAROLINA	1	20	3	0	0
NORTH DAKOTA	15	13	17	0	0
OHIO	0	26	0	0	0
OKLAHOMA	1	36	3	0	0
OREGON	124	171	7	220	0
PENNSYLVANIA	8	173	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	6	6	1	0	0
SOUTH CAROLINA	0	33	0	0	0
SOUTH DAKOTA	0	6	2	4	1
TENNESSEE	0	49	3	1	0
TEXAS	105	122	4	0	0
UTAH	18	60	15	0	0
VERMONT	26	6	0	0	0
VIRGINIA	2	266	0	4	0
WASHINGTON	161	22	8	0	0
WEST VIRGINIA	0	17	6	6	0
WISCONSIN	8	36	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	2	0	0
GUAM	0	8	0	0	0
NORTHERN MARIANAS	1	0	0	0	0
PALAU	13	10	2	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	1,476	2,476	249	809	13
50 STATES, D.C. & P.R.	1,462	2,458	245	809	13

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	683	30	1	63	325	143	30	0
ALASKA	1,054	789	94	57	49	11	34	4
ARIZONA	433	49	2	32	54	167	73	1
ARKANSAS	844	37	25	445	2	115	127	23
CALIFORNIA	1,527	321	57	267	305	523	2	1
COLORADO	1,225	131	15	264	289	54	389	31
CONNECTICUT	2,128	1,116	9	76	601	42	87	3
DELAWARE	1,261	454	0	288	284	53	23	94
DISTRICT OF COLUMBIA	1,634	748	26	352	417	4	40	11
FLORIDA	2,522	21	2	1,675	442	267	0	21
GEORGIA	891	24	10	316	294	174	0	7
HAWAII	153	13	0	32	22	18	27	31
IDAHO	128	9	0	21	11	60	21	0
ILLINOIS	19,195	4,318	172	4,230	8,792	777	0	512
INDIANA	1,990	173	48	1,089	170	176	143	52
IOWA	329	20	0	26	182	61	0	0
KANSAS	836	78	4	128	382	99	116	3
KENTUCKY	890	96	16	238	199	166	82	9
LOUISIANA	1,134	88	13	419	238	155	101	51
MAINE	607	42	1	74	368	18	94	4
MARYLAND	850	111	8	56	300	160	112	2
MASSACHUSETTS	5,373	1,959	1,168	1,085	777	66	161	48
MICHIGAN	5,200	115	4	2,318	1,626	89	673	20
MINNESOTA	264	25	1	8	85	110	0	0
MISSISSIPPI	246	4	18	70	0	73	22	22
MISSOURI	796	1	0	655	17	92	0	0
MONTANA	104	19	0	4	10	39	2	0
NEBRASKA	143	39	12	8	26	33	3	0
NEVADA	22	19	0	0	3	0	0	0
NEW HAMPSHIRE	417	51	17	71	95	70	56	7
NEW JERSEY	1,635	178	4	383	449	121	274	18
NEW MEXICO	128	0	0	10	43	59	10	0
NEW YORK	6,200	1,287	384	1,068	1,460	659	752	285
NORTH CAROLINA	822	44	4	129	244	222	124	0
NORTH DAKOTA	86	5	3	41	1	4	0	3
OHIO	2,013	0	0	169	30	80	1,670	0
OKLAHOMA	347	19	1	29	69	75	99	3
OREGON	2,918	301	40	921	694	509	0	159
PENNSYLVANIA	5,843	1,018	60	1,871	2,135	319	92	214
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	234	69	0	25	123	2	4	10
SOUTH CAROLINA	295	24	0	94	14	79	66	0
SOUTH DAKOTA	128	1	1	16	25	24	24	21
TENNESSEE	557	40	2	130	176	115	38	0
TEXAS	2,635	229	10	421	275	1,363	152	33
UTAH	387	13	3	76	54	115	77	12
VERMONT	533	73	33	241	102	28	28	12
VIRGINIA	580	32	0	66	68	101	59	0
WASHINGTON	754	18	4	207	70	110	219	38
WEST VIRGINIA	249	28	0	67	43	52	0	8
WISCONSIN	698	35	6	81	176	14	321	8
WYOMING	48	9	3	0	13	5	17	0
AMERICAN SAMOA	22	0	0	14	0	0	5	0
GUAM	100	12	3	31	13	11	21	2
NORTHERN MARIANAS	93	48	3	11	3	7	9	5
PALAU	102	20	4	8	10	15	10	8
VIRGIN ISLANDS	24	0	0	8	5	0	6	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	80,310	14,403	2,291	20,484	22,660	7,904	6,495	1,796
50 STATES, D.C. & P.R.	79,969	14,323	2,281	20,412	22,629	7,871	6,444	1,781

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0	68	4	19	0
ALASKA	9	4	0	0	3
ARIZONA	0	55	0	0	0
ARKANSAS	11	58	0	1	0
CALIFORNIA	0	40	11	0	0
COLORADO	0	31	21	0	0
CONNECTICUT	5	181	3	2	3
DELAWARE	0	20	9	36	0
DISTRICT OF COLUMBIA	14	6	5	11	0
FLORIDA	2	87	4	1	0
GEORGIA	0	57	9	0	0
HAWAII	6	3	1	0	0
IDAHO	0	6	0	0	0
ILLINOIS	185	172	17	10	10
INDIANA	0	91	14	34	0
IOWA	0	30	10	0	0
KANSAS	9	17	0	0	0
KENTUCKY	4	77	3	0	0
LOUISIANA	25	42	2	0	0
MAINE	1	3	1	1	0
MARYLAND	10	81	10	0	0
MASSACHUSETTS	66	27	16	0	0
MICHIGAN	0	28	0	327	0
MINNESOTA	0	33	2	0	0
MISSISSIPPI	0	35	2	0	0
MISSOURI	0	31	0	0	0
MONTANA	0	28	2	0	0
NEBRASKA	8	14	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	17	33	0	0	0
NEW JERSEY	1	162	40	5	0
NEW MEXICO	0	0	6	0	0
NEW YORK	193	112	0	0	0
NORTH CAROLINA	3	42	9	1	0
NORTH DAKOTA	0	8	21	0	0
OHIO	0	64	0	0	0
OKLAHOMA	2	50	0	0	0
OREGON	41	133	3	117	0
PENNSYLVANIA	4	130	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	0	1	0	0
SOUTH CAROLINA	0	18	0	0	0
SOUTH DAKOTA	2	9	3	2	0
TENNESSEE	3	50	2	1	0
TEXAS	39	98	15	0	0
UTAH	6	24	7	0	0
VERMONT	13	2	1	0	0
VIRGINIA	0	243	2	9	0
WASHINGTON	51	34	3	0	0
WEST VIRGINIA	0	36	8	7	0
WISCONSIN	7	50	0	0	0
WYOMING	0	1	0	0	0
AMERICAN SAMOA	0	2	1	0	0
GUAM	0	5	2	0	0
NORTHERN MARIANAS	6	0	0	1	0
PALAU	15	12	0	0	0
VIRGIN ISLANDS	0	0	2	3	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	758	2,643	272	588	16
50 STATES, D.C. & P.R.	737	2,624	267	584	16

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	181	2	0	30	50	45	23	0
ALASKA	132	92	8	13	8	3	3	0
ARIZONA	97	0	0	6	0	54	25	1
ARKANSAS	204	3	1	147	1	14	21	3
CALIFORNIA	1,305	452	127	361	156	145	5	7
COLORADO	473	120	0	119	52	12	143	7
CONNECTICUT	654	205	3	46	318	19	25	2
DELAWARE	387	57	0	118	149	13	5	27
DISTRICT OF COLUMBIA	334	35	0	177	69	0	37	2
FLORIDA	1,013	17	0	776	123	66	1	5
GEORGIA	274	10	0	160	17	61	0	0
HAWAII	46	1	0	13	3	8	13	4
IDAHO	28	1	0	5	0	16	4	0
ILLINOIS	3,994	285	15	2,033	1,208	123	0	193
INDIANA	1,138	44	15	789	63	35	127	28
IOWA	55	0	0	11	7	21	0	0
KANSAS	165	8	0	26	34	25	67	2
KENTUCKY	241	7	0	120	11	23	59	1
LOUISIANA	526	9	2	336	28	49	52	17
MAINE	119	2	0	38	32	3	39	2
MARYLAND	493	85	2	115	73	39	131	2
MASSACHUSETTS	1,800	574	179	482	322	46	112	25
MICHIGAN	2,494	26	3	1,747	167	30	352	18
MINNESOTA	49	11	0	12	10	12	0	0
MISSISSIPPI	151	0	2	82	1	29	13	8
MISSOURI	454	0	0	416	0	25	0	0
MONTANA	22	6	1	2	1	8	1	0
NEBRASKA	47	3	1	15	12	5	2	0
NEVADA	5	2	0	0	3	0	0	0
NEW HAMPSHIRE	149	17	8	62	10	8	28	1
NEW JERSEY	1,034	126	11	290	265	41	246	14
NEW MEXICO	31	0	0	23	0	4	2	0
NEW YORK	1,447	154	9	408	289	229	205	71
NORTH CAROLINA	344	21	4	129	35	59	85	1
NORTH DAKOTA	26	0	0	19	0	1	0	0
OHIO	1,642	0	0	274	15	33	1,292	0
OKLAHOMA	184	0	0	54	3	14	90	0
OREGON	756	39	3	489	48	64	0	34
PENNSYLVANIA	1,677	203	4	825	369	102	38	76
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	121	6	0	20	87	3	1	1
SOUTH CAROLINA	149	7	0	89	2	20	23	0
SOUTH DAKOTA	133	2	0	75	4	8	36	3
TENNESSEE	191	5	0	93	19	44	9	0
TEXAS	1,078	36	2	490	19	329	124	9
UTAH	98	8	0	20	16	13	32	0
VERMONT	138	9	2	74	21	8	17	3
VIRGINIA	184	2	0	63	22	22	32	1
WASHINGTON	286	4	0	96	43	27	93	1
WEST VIRGINIA	109	9	0	63	3	8	0	2
WISCONSIN	197	13	1	54	23	6	84	2
WYOMING	26	0	0	0	4	5	16	0
AMERICAN SAMOA	3	0	0	2	0	0	0	0
GUAM	20	0	0	5	2	0	12	0
NORTHERN MARIANAS	5	5	0	0	0	0	0	0
PALAU	79	14	7	5	8	10	2	12
VIRGIN ISLANDS	22	0	0	13	4	0	5	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	27,010	2,737	410	11,930	4,229	1,987	3,732	585
50 STATES, D.C. & P.R.	26,881	2,718	403	11,905	4,215	1,977	3,713	573

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0	16	4	11	0
ALASKA	4	0	1	0	0
ARIZONA	0	11	0	0	0
ARKANSAS	2	12	0	0	0
CALIFORNIA	14	30	5	0	3
COLORADO	0	6	14	0	0
CONNECTICUT	1	33	1	0	1
DELAWARE	0	1	3	14	0
DISTRICT OF COLUMBIA	7	0	1	6	0
FLORIDA	2	20	3	0	0
GEORGIA	0	20	6	0	0
HAWAII	3	0	1	0	0
IDAHO	0	0	2	0	0
ILLINOIS	54	51	12	10	10
INDIANA	0	13	1	23	0
IOWA	0	12	4	0	0
KANSAS	1	2	0	0	0
KENTUCKY	0	20	0	0	0
LOUISIANA	17	14	2	0	0
MAINE	1	1	0	1	0
MARYLAND	7	31	8	0	0
MASSACHUSETTS	25	34	1	0	0
MICHIGAN	0	12	0	139	0
MINNESOTA	0	3	1	0	0
MISSISSIPPI	0	14	2	0	0
MISSOURI	0	13	0	0	0
MONTANA	0	3	0	0	0
NEBRASKA	1	8	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	5	10	0	0	0
NEW JERSEY	0	17	20	4	0
NEW MEXICO	0	0	2	0	0
NEW YORK	38	44	0	0	0
NORTH CAROLINA	2	5	3	0	0
NORTH DAKOTA	1	1	4	0	0
OHIO	0	28	0	0	0
OKLAHOMA	0	22	1	0	0
OREGON	11	29	0	39	0
PENNSYLVANIA	1	59	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	2	1	0	0
SOUTH CAROLINA	0	8	0	0	0
SOUTH DAKOTA	1	2	0	2	0
TENNESSEE	2	16	0	3	0
TEXAS	20	39	10	0	0
UTAH	2	3	4	0	0
VERMONT	3	1	0	0	0
VIRGINIA	0	38	0	3	1
WASHINGTON	7	13	2	0	0
WEST VIRGINIA	0	17	6	1	0
WISCONSIN	0	14	0	0	0
WYOMING	0	1	0	0	0
AMERICAN SAMOA	0	0	0	0	1
GUAM	0	0	1	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	13	5	3	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	245	754	129	256	16
50 STATES, D.C. & P.R.	232	749	125	256	15

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	1,067	34	1	99	430	254	72	0
ALASKA	2,749	1,658	652	128	103	31	106	16
ARIZONA	920	52	25	81	64	408	164	15
ARKANSAS	2,047	74	91	1,107	5	231	316	70
CALIFORNIA	3,329	780	185	757	521	927	19	8
COLORADO	3,278	440	176	646	445	141	1,182	129
CONNECTICUT	3,421	1,387	26	193	999	94	253	8
DELAWARE	2,826	907	0	755	584	117	38	231
DISTRICT OF COLUMBIA	3,999	1,819	167	897	760	22	120	52
FLORIDA	6,386	42	21	4,876	792	455	1	44
GEORGIA	1,955	51	53	787	503	373	0	27
HAWAII	264	15	2	56	29	43	57	46
IDAHO	281	15	0	55	11	110	58	3
ILLINOIS	39,641	9,335	937	10,620	14,370	1,709	0	1,560
INDIANA	5,626	369	274	3,250	324	379	439	236
IOWA	505	20	0	42	213	147	2	0
KANSAS	1,949	206	153	389	558	208	303	52
KENTUCKY	1,903	125	107	588	278	289	292	50
LOUISIANA	2,578	147	45	1,094	328	291	307	186
MAINE	928	55	13	144	468	41	181	10
MARYLAND	1,611	196	10	175	410	327	257	4
MASSACHUSETTS	11,785	4,181	2,395	2,538	1,743	173	378	118
MICHIGAN	11,385	181	41	5,828	2,367	166	1,857	76
MINNESOTA	385	36	1	21	97	175	0	0
MISSISSIPPI	647	8	85	190	2	164	58	58
MISSOURI	1,869	1	0	1,636	19	155	0	0
MONTANA	189	29	2	9	15	68	4	0
NEBRASKA	216	42	13	28	40	48	6	0
NEVADA	27	21	0	0	6	0	0	0
NEW HAMPSHIRE	877	79	46	159	118	162	162	17
NEW JERSEY	3,572	336	17	1,040	743	225	701	74
NEW MEXICO	239	0	1	41	73	94	18	0
NEW YORK	15,645	2,822	2,573	2,499	2,528	1,576	2,109	751
NORTH CAROLINA	1,598	73	8	320	320	482	305	1
NORTH DAKOTA	408	16	50	200	6	15	0	41
OHIO	5,443	0	1	607	56	142	4,519	0
OKLAHOMA	681	19	1	86	91	147	217	5
OREGON	6,861	559	454	2,343	1,076	1,083	0	451
PENNSYLVANIA	14,822	2,716	1,461	5,051	3,522	835	227	635
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	483	101	6	87	226	8	20	18
SOUTH CAROLINA	628	31	1	212	20	153	152	0
SOUTH DAKOTA	405	3	3	92	89	59	83	42
TENNESSEE	1,000	51	11	272	247	226	63	0
TEXAS	6,455	351	64	1,339	304	3,342	449	153
UTAH	1,071	48	30	222	90	309	195	38
VERMONT	1,324	201	250	492	151	68	73	37
VIRGINIA	1,194	46	2	150	124	177	126	1
WASHINGTON	2,013	71	35	535	157	226	582	106
WEST VIRGINIA	483	39	1	183	46	87	0	23
WISCONSIN	1,967	94	121	196	240	26	1,135	40
WYOMING	97	15	3	0	21	19	37	0
AMERICAN SAMOA	37	0	0	23	1	0	7	0
GUAM	178	17	8	53	21	24	37	2
NORTHERN MARIANAS	181	84	16	22	5	13	25	8
PALAU	254	49	17	18	25	29	17	26
VIRGIN ISLANDS	62	0	0	30	9	0	18	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	181,744	30,047	10,655	53,261	36,793	17,073	17,747	5,468
50 STATES, D.C. & P.R.	181,032	29,897	10,614	53,115	36,732	17,007	17,643	5,432

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4C9NX2A)
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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0	119	8	50	0
ALASKA	36	13	3	0	3
ARIZONA	1	110	0	0	0
ARKANSAS	37	109	2	5	0
CALIFORNIA	15	94	19	1	3
COLORADO	0	59	60	0	0
CONNECTICUT	10	431	11	4	5
DELAWARE	0	62	23	109	0
DISTRICT OF COLUMBIA	65	22	13	61	1
FLORIDA	4	139	10	2	0
GEORGIA	11	127	23	0	0
HAWAII	11	3	2	0	0
IDAHO	4	23	2	0	0
ILLINOIS	632	378	40	30	30
INDIANA	0	198	30	127	0
IOWA	1	61	19	0	0
KANSAS	40	38	2	0	0
KENTUCKY	30	139	5	0	0
LOUISIANA	93	77	10	0	0
MAINE	5	4	3	4	0
MARYLAND	19	182	31	0	0
MASSACHUSETTS	151	86	22	0	0
MICHIGAN	0	43	0	826	0
MINNESOTA	0	50	5	0	0
MISSISSIPPI	0	77	5	0	0
MISSOURI	0	58	0	0	0
MONTANA	0	56	6	0	0
NEBRASKA	14	25	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	42	91	1	0	0
NEW JERSEY	3	328	95	10	0
NEW MEXICO	0	0	12	0	0
NEW YORK	510	277	0	0	0
NORTH CAROLINA	6	67	15	1	0
NORTH DAKOTA	16	22	42	0	0
OHIO	0	118	0	0	0
OKLAHOMA	3	108	4	0	0
OREGON	176	333	10	376	0
PENNSYLVANIA	13	362	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	6	8	3	0	0
SOUTH CAROLINA	0	59	0	0	0
SOUTH DAKOTA	3	17	5	8	1
TENNESSEE	5	115	5	5	0
TEXAS	165	259	29	0	0
UTAH	26	87	26	0	0
VERMONT	42	9	1	0	0
VIRGINIA	2	547	2	16	1
WASHINGTON	219	69	13	0	0
WEST VIRGINIA	0	70	20	14	0
WISCONSIN	15	100	0	0	0
WYOMING	0	2	0	0	0
AMERICAN SAMOA	0	2	3	0	1
GUAM	0	13	3	0	0
NORTHERN MARIANAS	7	0	0	1	0
PALAU	41	27	5	0	0
VIRGIN ISLANDS	0	0	2	3	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	2,479	5,873	650	1,653	45
50 STATES, D.C. & P.R.	2,431	5,831	637	1,649	44

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TABLE AA10

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE GROUP

DURING THE 1991-92 SCHOOL YEAR

STATE	AGE GROUP 3-21	3-5	6-11	12-17	6-17	18-21
ALABAMA	95,021	7,457	43,542	38,791	82,333	5,231
ALASKA	12,567	1,299	6,521	4,296	10,817	451
ARIZONA	59,281	4,909	29,312	22,459	51,771	2,601
ARKANSAS	45,573	4,250	19,104	20,148	39,252	2,071
CALIFORNIA	489,716	43,338	249,149	179,510	428,659	17,719
COLORADO	55,430	3,795	26,711	22,783	49,494	2,141
CONNECTICUT	61,851	5,551	28,178	25,342	53,520	2,780
DELAWARE	11,563	1,631	5,786	3,801	9,587	345
DISTRICT OF COLUMBIA	2,777	260	892	1,365	2,257	260
FLORIDA	243,546	14,615	129,810	90,431	220,241	8,690
GEORGIA	105,206	7,879	54,698	38,698	93,396	3,931
HAWAII	13,220	898	6,431	5,535	11,966	356
IDAHO	21,654	2,389	11,536	7,068	18,604	661
ILLINOIS	201,987	23,050	100,711	71,301	172,012	6,925
INDIANA	110,943	7,519	58,180	40,866	99,046	4,378
IOWA	60,016	5,402	27,027	24,738	51,765	2,849
KANSAS	44,237	4,075	22,616	15,852	38,468	1,694
KENTUCKY	78,967	12,178	36,964	26,731	63,695	3,094
LOUISIANA	74,437	6,855	33,904	29,888	63,792	3,790
MAINE	26,908	2,442	12,891	10,437	23,328	1,138
MARYLAND	88,069	7,775	42,967	33,984	76,951	3,343
MASSACHUSETTS	136,640	10.085	63,341	57,064	120,405	6,150
MICHIGAN	156,828	14,345	73,904	61,767	135,671	6,812
MINNESOTA	80,432	8,994	36,625	31,807	68,432	3,006
MISSISSIPPI	60,384	4,565	28,619	24,393	53,012	2,807
MISSOURI	102,288	5,127	50,056	42,740	92,796	4,365
MONTANA	17,560	1,782	8,902	6,146	15,048	730
NEBRASKA	35,167	2,764	18,280	12,544	30,824	1,579
NEVADA	19,957	1,818	10,294	7,180	17,474	665
NEW HAMPSHIRE	19,276	1,259	8,497	8,559	17,056	961
NEW JERSEY	178,324	14,720	88,664	67,360	156,024	7,580
NEW MEXICO	37,907	2,591	18,107	15,751	33,858	1,458
NEW YORK	306,511	28,990	120,099	138,683	258,782	18,739
NORTH CAROLINA	125,460	11,175	64,689	45,136	109,825	4,460
NORTH DAKOTA	11,886	992	5,776	4,526	10,302	592
OHIO	202,156	10,960	103,412	78,030	181,442	9,754
OKLAHOMA	67,209	5,297	33,864	25,492	59,356	2,556
OREGON	47,101	1,203	25,563	18,767	44,330	1,568
PENNSYLVANIA	190,791	13,814	89,123	78,615	167,738	9,239
PUERTO RICO	34,981	3,696	11,540	16,453	27,993	3,292
RHODE ISLAND	20,582	1,740	9,551	8,285	17,836	1,006
SOUTH CAROLINA	78,574	8,529	40,134	26,886	67,020	3,025
SOUTH DAKOTA	14,609	2,193	7,328	4,600	11,928	488
TENNESSEE	107,918	8,529	51,886	42,308	94,194	5,195
TEXAS	353,120	24,797	170,848	139,526	310,374	17,949
UTAH	47,317	3,422	25,989	16,555	42,544	1,351
VERMONT	9,500	853	4,498	3,798	8,296	351
VIRGINIA	118,849	10,755	57,851	44,920	102,771	5,323
WASHINGTON	86,470	9,659	43,222	30,056	73,278	3,533
WEST VIRGINIA	42,737	3,254	19,403	17,688	37,091	2,392
WISCONSIN	87,735	10,845	38,490	34,388	72,878	4,012
WYOMING	11,446	1,334	5,568	4,072	9,640	472
AMERICAN SAMOA	285	35	143	102	245	5
GUAM	1,441	197	526	584	1,110	134
NORTHERN MARIANAS	203	25	83	90	173	5
PALAU	202	9	87	102	189	4
VIRGIN ISLANDS	1,281	80	518	604	1,122	79
BUR. OF INDIAN AFFAIRS	6,365	757	2,933	2,423	5,356	252
U.S. AND INSULAR AREAS	4,722,461	398,757	2,285,343	1,832.024	4,117,367	206,337
50 STATES, D.C. & P.R.	4,712,684	397,654	2,281,053	1,828,119	4,109,172	205,858

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SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA11

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	43,542	13,481	17,914	8,203	2,048	386	534	257
ALASKA	6,521	3,611	2,229	130	191	60	171	40
ARIZONA	29,312	14,946	9,648	2,124	1,116	368	438	394
ARKANSAS	19,104	9,179	6,020	3,194	76	171	205	55
CALIFORNIA	249,149	130,310	86,235	10,541	4,264	3,471	2,576	3,918
COLORADO	26,711	13,810	6,816	729	2,921	324	1,570	426
CONNECTICUT	28,178	14,092	8,451	1,209	3,186	329	470	164
DELAWARE	5,786	3,606	1,528	326	216	45	12	31
DISTRICT OF COLUMBIA	892	558	307	10	4	9	0	3
FLORIDA	129,810	46,624	57,436	11,916	10,402	566	0	1,617
GEORGIA	54,698	14,558	19,999	9,168	9,653	406	0	363
HAWAII	6,431	3,223	1,839	529	420	123	74	68
IDAHO	11,536	6,343	3,338	1,151	128	120	139	106
ILLINOIS	100,711	42,294	48,306	4,790	3,462	565	0	659
INDIANA	58,180	16,494	32,526	6,039	1,926	408	184	326
IOWA	27,027	10,573	8,348	4,577	2,361	330	243	510
KANSAS	22,616	8,057	9,766	2,001	1,450	204	566	180
KENTUCKY	36,964	8,649	19,581	6,383	1,151	258	418	221
LOUISIANA	33,904	10,058	15,501	4,144	1,698	477	288	529
MAINE	12,891	5,078	4,988	543	1,347	127	488	107
MARYLAND	42,967	17,559	18,292	2,122	1,538	467	1,770	366
MASSACHUSETTS	63,341	23,436	14,219	13,301	8,742	760	1,266	507
MICHIGAN	73,904	29,600	29,899	5,303	5,243	1,106	47	2,223
MINNESOTA	36,625	14,342	11,581	4,182	4,369	678	0	702
MISSISSIPPI	28,619	9,109	16,345	2,219	73	162	137	504
MISSOURI	50,056	19,972	20,961	4,282	3,161	440	285	404
MONTANA	8,902	4,342	3,424	454	210	113	192	48
NEBRASKA	18,280	6,802	7,230	2,024	1,056	274	224	263
NEVADA	10,294	5,300	3,570	575	373	106	122	160
NEW HAMPSHIRE	8,497	4,417	2,802	286	549	29	48	93
NEW JERSEY	88,664	35,389	43,829	1,192	3,215	524	3,916	260
NEW MEXICO	18,107	7,692	7,296	721	1,361	163	386	300
NEW YORK	120,099	69,257	21,789	5,737	13,762	1,243	4,596	983
NORTH CAROLINA	64,689	26,568	22,582	8,279	3,841	727	520	541
NORTH DAKOTA	5,776	2,245	2,949	319	126	44	0	27
OHIO	103,412	30,636	47,009	16,009	3,372	1,203	3,271	1,451
OKLAHOMA	33,864	13,456	13,528	4,748	667	300	710	186
OREGON	25,563	12,756	10,946	575	774	35	0	179
PENNSYLVANIA	89,123	30,272	42,434	9,303	4,942	1,191	144	286
PUERTO RICO	11,540	3,637	1,167	4,517	435	381	476	204
RHODE ISLAND	9,551	5,377	3,008	368	442	74	65	80
SOUTH CAROLINA	40,134	13,784	17,710	5,337	2,022	456	128	398
SOUTH DAKOTA	7,328	2,659	3,403	585	144	135	222	82
TENNESSEE	51,886	22,179	21,443	4,472	817	478	680	551
TEXAS	170,848	85,822	56,702	8,974	9,562	568	1,189	2,171
UTAH	25,989	13,352	6,730	1,294	3,571	191	463	108
VERMONT	4,498	2,142	1,556	372	250	46	14	39
VIRGINIA	57,851	25,317	21,805	4,668	3,025	534	1,331	511
WASHINGTON	43,222	17,409	14,264	3,271	1,910	1,088	1,062	644
WEST VIRGINIA	19,403	6,087	9,706	2,578	634	145	0	145
WISCONSIN	38,490	8,966	13,598	1,023	3,418	117	10,838	302
WYOMING	5,568	2,477	2,333	228	202	67	0	105
AMERICAN SAMOA	143	0	51	81	0	9	1	1
GUAM	526	284	173	31	1	4	7	12
NORTHERN MARIANAS	83	31	13	11	2	6	16	3
PALAU	87	59	10	4	0	6	2	3
VIRGIN ISLANDS	518	149	129	197	16	9	12	1
BUR. OF INDIAN AFFAIRS	2,933	1,468	1,022	141	138	26	93	15
U.S. AND INSULAR AREAS	2,285,343	949,893	876,284	197,490	131,983	22,652	42,609	24,832
50 STATES, D.C. & P.R.	2,281,053	947,902	874,886	197,025	131,826	22,592	42,478	24,797

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TABLE AA11

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	550	161	3	2	3
ALASKA	66	17	3	2	1
ARIZONA	43	146	0	86	3
ARKANSAS	154	29	0	16	5
CALIFORNIA	6,311	1,481	42	0	0
COLORADO	0	109	6	0	0
CONNECTICUT	187	22	2	61	5
DELAWARE	4	17	0	1	0
DISTRICT OF COLUMBIA	0	1	0	0	0
FLORIDA	837	402	10	0	0
GEORGIA	378	171	2	0	0
HAWAII	133	22	0	0	0
IDAHO	153	29	7	17	5
ILLINOIS	265	332	0	18	20
INDIANA	0	155	14	108	0
IOWA	0	73	12	0	0
KANSAS	313	76	3	0	0
KENTUCKY	136	161	6	0	0
LOUISIANA	1,032	176	1	0	0
MAINE	139	48	1	16	9
MARYLAND	680	164	9	0	0
MASSACHUSETTS	760	317	33	0	0
MICHIGAN	0	357	0	126	0
MINNESOTA	463	164	11	133	0
MISSISSIPPI	0	65	5	0	0
MISSOURI	189	144	35	175	8
MONTANA	79	39	1	0	0
NEBRASKA	309	95	3	0	0
NEVADA	41	47	0	0	0
NEW HAMPSHIRE	264	9	0	0	0
NEW JERSEY	173	41	3	122	0
NEW MEXICO	100	75	0	12	1
NEW YORK	2,140	575	17	0	0
NORTH CAROLINA	928	268	3	432	0
NORTH DAKOTA	37	26	3	0	0
OHIO	0	453	8	0	0
OKLAHOMA	118	131	20	0	0
OREGON	279	6	0	13	0
PENNSYLVANIA	25	524	2	0	0
PUERTO RICO	306	237	28	150	2
RHODE ISLAND	102	31	1	3	0
SOUTH CAROLINA	63	173	3	58	2
SOUTH DAKOTA	39	34	3	16	6
TENNESSEE	714	373	9	150	20
TEXAS	5,079	769	12	0	0
UTAH	202	65	13	0	0
VERMONT	68	11	0	0	0
VIRGINIA	307	43	1	309	0
WASHINGTON	3,406	159	9	0	0
WEST VIRGINIA	5	59	0	41	3
WISCONSIN	139	85	4	0	0
WYOMING	138	18	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	12	1	1	0	0
NORTHERN MARIANAS	1	0	0	0	0
PALAU	1	2	0	0	0
VIRGIN ISLANDS	0	0	5	0	0
BUR. OF INDIAN AFFAIRS	25	5	0	0	0
U.S. AND INSULAR AREAS	27,893	9,193	354	2,067	93
50 STATES, D.C. & P.R.	27,854	9,185	348	2,067	93

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TABLE AA12

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	38,791	19,378	1,304	13,956	2,801	320	354	179
ALASKA	4,296	3,304	225	141	347	40	137	26
ARIZONA	22,459	16,329	737	2,164	2,238	258	334	191
ARKANSAS	20,148	14,032	470	5,030	162	124	125	32
CALIFORNIA	179,510	134,312	13,468	9,795	8,480	2,632	2,080	2,993
COLORADO	22,783	14,079	1,268	1,044	4,737	288	1,008	246
CONNECTICUT	25,342	15,143	1,233	1,577	6,437	248	368	58
DELAWARE	3,801	3,045	79	240	374	26	3	19
DISTRICT OF COLUMBIA	1,365	1,181	23	61	60	12	0	7
FLORIDA	90,431	52,243	8,352	12,936	13,340	368	0	1,087
GEORGIA	38,698	15,811	1,666	11,023	9,208	347	0	235
HAWAII	5,535	3,806	194	598	602	101	54	59
IDAHO	7,068	5,010	249	1,170	234	78	57	64
ILLINOIS	71,301	51,010	4,203	6,918	7,189	535	0	531
INDIANA	40,866	26,061	2,300	8,140	3,521	315	118	194
IOWA	24,738	14,085	645	4,823	4,334	263	203	306
KANSAS	15,852	9,426	697	2,269	2,359	159	550	104
KENTUCKY	26,731	13,399	1,229	9,237	1,872	208	340	139
LOUISIANA	29,888	18,287	2,227	4,783	2,586	453	204	354
MAINE	10,437	6,032	861	884	1,978	95	349	50
MARYLAND	33,984	22,918	3,756	2,082	2,833	339	1,355	160
MASSACHUSETTS	57,064	21,111	12,811	11,985	7,876	684	1,142	456
MICHIGAN	61,767	40,443	3,016	5,638	9,616	1,053	20	1,624
MINNESOTA	31,807	16,429	1,520	4,383	7,999	506	0	464
MISSISSIPPI	24,393	18,196	1,355	4,006	126	160	112	365
MISSOURI	42,740	28,001	2,735	5,747	5,087	338	181	269
MONTANA	6,146	4,386	286	531	565	68	138	29
NEBRASKA	12,544	7,385	961	1,816	1,493	215	167	152
NEVADA	7,180	5,380	274	525	610	61	86	131
NEW HAMPSHIRE	8,559	6,093	756	318	1,074	32	47	38
NEW JERSEY	67,360	48,178	4,143	1,926	9,300	463	2,689	207
NEW MEXICO	15,751	9,094	3,184	873	1,777	150	236	272
NEW YORK	138,683	94,359	4,133	7,966	25,148	1,134	3,321	451
NORTH CAROLINA	45,136	26,215	1,628	9,329	5,269	607	348	359
NORTH DAKOTA	4,526	3,088	438	601	282	49	0	25
OHIO	78,030	41,199	3,636	21,866	5,699	923	2,190	2,099
OKLAHOMA	25,492	16,944	932	5,687	1,043	218	375	83
OREGON	18,767	14,247	1,796	651	1,428	46	0	184
PENNSYLVANIA	78,615	48,739	4,710	13,762	9,510	1,066	94	263
PUERTO RICO	16,453	6,013	264	8,061	374	396	435	206
RHODE ISLAND	8,285	6,311	412	399	849	71	26	49
SOUTH CAROLINA	26,886	15,217	1,000	6,733	3,023	324	99	271
SOUTH DAKOTA	4,600	3,183	208	668	286	71	96	34
TENNESSEE	42,308	29,432	2,237	6,245	1,431	452	572	414
TEXAS	139,526	99,580	4,812	9,868	16,630	482	989	1,410
UTAH	16,555	9,883	662	1,340	3,722	154	431	66
VERMONT	3,798	2,405	393	413	450	43	14	12
VIRGINIA	44,920	30,231	1,932	5,849	5,516	451	338	214
WASHINGTON	30,056	19,279	940	2,857	2,728	628	820	346
WEST VIRGINIA	17,688	11,183	842	4,000	1,324	114	0	118
WISCONSIN	34,388	15,292	1,705	2,416	7,447	121	7,005	194
WYOMING	4,072	2,816	354	268	383	62	0	48
AMERICAN SAMOA	102	0	13	84	1	4	0	0
GUAM	584	481	14	62	4	0	7	7
NORTHERN MARIANAS	90	48	3	11	3	7	9	2
PALAU	102	69	3	4	0	17	1	4
VIRGIN ISLANDS	604	164	78	331	10	10	4	3
BUR. OF INDIAN AFFAIRS	2,423	1,595	370	136	191	23	83	7
U.S. AND INSULAR AREAS	1,832,024	1,161,560	109,742	246,226	213,966	18,412	29,714	17,910
50 STATES, D.C. & P.R.	1,828,119	1,159,203	109,261	245,598	213,757	18,351	29,610	17,887

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TABLE AA12

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	349	141	4	1	4
ALASKA	63	12	0	0	1
ARIZONA	56	92	0	56	4
ARKANSAS	136	25	0	7	5
CALIFORNIA	4,537	1,164	49	0	0
COLORADO	0	107	6	0	0
CONNECTICUT	216	10	0	46	6
DELAWARE	4	7	1	2	1
DISTRICT OF COLUMBIA	3	18	0	0	0
FLORIDA	1,790	307	8	0	0
GEORGIA	277	131	0	0	0
HAWAII	93	28	0	0	0
IDAHO	155	37	1	5	8
ILLINOIS	575	298	4	16	22
INDIANA	0	150	11	56	0
IOWA	0	71	8	0	0
KANSAS	217	68	3	0	0
KENTUCKY	145	159	3	0	0
LOUISIANA	814	179	1	0	0
MAINE	128	44	2	6	8
MARYLAND	398	141	2	0	0
MASSACHUSETTS	684	286	29	0	0
MICHIGAN	0	303	0	54	0
MINNESOTA	302	120	3	81	0
MISSISSIPPI	0	71	2	0	0
MISSOURI	137	132	16	74	23
MONTANA	120	22	1	0	0
NEBRASKA	270	85	0	0	0
NEVADA	76	36	1	0	0
NEW HAMPSHIRE	195	6	0	0	0
NEW JERSEY	351	53	1	49	0
NEW MEXICO	77	79	0	8	1
NEW YORK	1,685	457	29	0	0
NORTH CAROLINA	919	245	1	216	0
NORTH DAKOTA	23	19	1	0	0
OHIO	0	398	20	0	0
OKLAHOMA	112	88	10	0	0
OREGON	400	5	0	10	0
PENNSYLVANIA	11	459	1	0	0
PUERTO RICO	261	259	51	131	2
RHODE ISLAND	115	44	2	4	3
SOUTH CAROLINA	42	130	2	40	5
SOUTH DAKOTA	21	17	3	8	5
TENNESSEE	1,029	350	3	109	34
TEXAS	5,072	671	12	0	0
UTAH	204	71	22	0	0
VERMONT	56	11	1	0	0
VIRGINIA	224	39	0	124	2
WASHINGTON	2,354	99	5	0	0
WEST VIRGINIA	7	72	1	21	6
WISCONSIN	123	84	1	0	0
WYOMING	113	27	1	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	7	2	0	0	0
NORTHERN MARIANAS	6	0	0	1	0
PALAU	2	2	0	0	0
VIRGIN ISLANDS	1	3	0	0	0
BUR. OF INDIAN AFFAIRS	9	9	0	0	0
U.S. AND INSULAR AREAS	24,964	7,943	322	1,125	140
50 STATES, D.C. & P.R.	24,939	7,927	322	1,124	140

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TABLE AA13

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	5,231	2,161	30	2,615	170	41	124	26
ALASKA	451	287	5	67	27	7	44	4
ARIZONA	2,601	1,450	19	750	119	26	137	58
ARKANSAS	2,071	1,352	12	630	7	13	23	5
CALIFORNIA	17,719	9,218	584	4,342	763	369	911	750
COLORADO	2,141	1,150	44	328	363	30	176	42
CONNECTICUT	2,780	1,342	56	527	657	26	110	8
DELAWARE	345	270	1	37	32	0	0	3
DISTRICT OF COLUMBIA	260	197	0	39	12	4	0	3
FLORIDA	8,690	4,149	565	2,587	887	69	0	190
GEORGIA	3,931	1,225	23	2,041	512	33	0	48
HAWAII	356	211	3	81	24	6	16	4
IDAHO	661	377	5	219	12	10	15	9
ILLINOIS	6,925	4,369	152	1,512	646	30	0	79
INDIANA	4,378	2,520	51	1,408	275	36	25	27
IOWA	2,849	1,231	22	1,039	357	36	113	41
KANSAS	1,694	830	16	519	186	13	82	20
KENTUCKY	3,094	1,369	30	1,408	119	19	88	29
LOUISIANA	3,790	2,059	105	1,101	157	57	82	82
MAINE	1,138	618	47	209	162	11	54	6
MARYLAND	3,343	1,782	140	704	263	38	330	24
MASSACHUSETTS	6,150	1,886	179	2,042	1,237	154	263	111
MICHIGAN	6,812	4,101	74	1,316	736	171	17	293
MINNESOTA	3,006	1,026	41	1,248	524	47	0	59
MISSISSIPPI	2,807	1,942	38	703	8	29	20	59
MISSOURI	4,365	2,640	77	1,073	376	37	53	46
MONTANA	730	473	15	138	33	9	36	4
NEBRASKA	1,579	713	31	558	130	21	52	24
NEVADA	665	365	10	174	38	11	37	15
NEW HAMPSHIRE	961	661	57	85	123	3	9	4
NEW JERSEY	7,580	4,494	220	877	1,108	71	674	47
NEW MEXICO	1,458	730	219	248	109	18	70	42
NEW YORK	18,739	10,974	168	3,152	2,444	261	1,214	55
NORTH CAROLINA	4,460	1,846	26	1,918	260	60	102	51
NORTH DAKOTA	592	350	18	178	29	3	0	6
OHIO	9,754	4,175	91	3,607	348	156	900	419
OKLAHOMA	2,556	1,510	16	810	70	20	91	8
OREGON	1,568	1,075	86	213	117	7	0	22
PENNSYLVANIA	9,239	4,907	127	3,107	797	120	49	93
PUERTO RICO	3,292	602	28	2,031	77	131	212	63
RHODE ISLAND	1,006	657	9	181	105	11	13	10
SOUTH CAROLINA	3,025	1,188	39	1,494	135	37	29	63
SOUTH DAKOTA	488	288	8	115	25	7	30	1
TENNESSEE	5,195	2,844	121	1,501	135	80	213	105
TEXAS	17,949	11,099	165	3,534	1,474	88	363	299
UTAH	1,351	487	15	405	178	6	193	13
VERMONT	351	157	22	97	45	8	8	3
VIRGINIA	5,323	2,715	54	1,724	502	61	144	33
WASHINGTON	3,533	1,910	13	770	226	73	245	31
WEST VIRGINIA	2,392	1,323	6	868	133	20	0	21
WISCONSIN	4,012	1,654	64	713	593	15	941	10
WYOMING	472	262	22	107	34	12	0	11
AMERICAN SAMOA	5	0	0	4	0	1	0	0
GUAM	134	102	1	21	7	0	3	0
NORTHERN MARIANAS	5	5	0	0	0	0	0	0
PALAU	4	1	0	2	0	0	0	0
VIRGIN ISLANDS	79	10	1	62	0	1	3	1
BUR. OF INDIAN AFFAIRS	252	156	19	31	22	3	18	0
U.S. AND INSULAR AREAS	206,337	107,495	3,990	57,270	17,928	2,626	8,332	3,480
50 STATES, D.C. & P.R.	205,858	107,221	3,969	57,150	17,899	2,621	8,308	3,479

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TABLE AA13

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	48	15	1	0	0
ALASKA	8	1	1	0	0
ARIZONA	7	13	0	21	1
ARKANSAS	21	6	0	0	2
CALIFORNIA	580	180	22	0	0
COLORADO	0	4	4	0	0
CONNECTICUT	33	2	1	16	2
DELAWARE	0	0	1	1	0
DISTRICT OF COLUMBIA	0	5	0	0	0
FLORIDA	205	36	2	0	0
GEORGIA	32	17	0	0	0
HAWAII	10	1	0	0	0
IDAHO	11	1	0	1	1
ILLINOIS	83	29	1	5	19
INDIANA	0	26	3	7	0
IOWA	0	3	7	0	0
KANSAS	21	7	0	0	0
KENTUCKY	20	12	0	0	0
LOUISIANA	126	21	0	0	0
MAINE	19	4	0	3	5
MARYLAND	47	15	0	0	0
MASSACHUSETTS	98	179	1	0	0
MICHIGAN	0	65	0	39	0
MINNESOTA	31	12	1	17	0
MISSISSIPPI	0	8	0	0	0
MISSOURI	19	7	11	22	4
MONTANA	17	5	0	0	0
NEBRASKA	45	5	0	0	0
NEVADA	9	5	1	0	0
NEW HAMPSHIRE	17	2	0	0	0
NEW JERSEY	56	8	0	25	0
NEW MEXICO	8	9	2	2	1
NEW YORK	398	67	6	0	0
NORTH CAROLINA	99	28	1	69	0
NORTH DAKOTA	8	0	0	0	0
OHIO	0	55	3	0	0
OKLAHOMA	22	7	2	0	0
OREGON	42	3	0	3	0
PENNSYLVANIA	0	39	0	0	0
PUERTO RICO	57	47	7	35	2
RHODE ISLAND	17	2	1	0	0
SOUTH CAROLINA	5	18	0	17	0
SOUTH DAKOTA	7	3	1	2	1
TENNESSEE	122	37	0	26	11
TEXAS	820	105	2	0	0
UTAH	43	3	8	0	0
VERMONT	9	2	0	0	0
VIRGINIA	35	12	1	39	3
WASHINGTON	246	14	5	0	0
WEST VIRGINIA	2	6	0	13	0
WISCONSIN	18	4	0	0	0
WYOMING	21	2	1	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	1	0	0	0	0
VIRGIN ISLANDS	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	1	2	0	0	0
U.S. AND INSULAR AREAS	3,544	1,160	97	363	52
50 STATES, D.C. & P.R.	3,542	1,157	97	363	52

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TABLE AA14

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	87,564	35,020	19,248	24,774	5,019	747	1,012	462
ALASKA	11,268	7,202	2,459	338	565	107	352	70
ARIZONA	54,372	32,725	10,404	5,038	3,473	652	909	643
ARKANSAS	41,323	24,563	6,502	8,854	245	308	353	92
CALIFORNIA	446,378	273,840	100,287	24,678	13,507	6,472	5,567	7,661
COLORADO	51,635	29,039	8,128	2,101	8,021	642	2,754	714
CONNECTICUT	56,300	30,577	9,740	3,313	10,280	603	948	230
DELAWARE	9,932	6,921	1,608	603	622	71	15	53
DISTRICT OF COLUMBIA	2,517	1,936	330	110	76	25	0	13
FLORIDA	228,931	103,016	66,353	27,439	24,629	1,003	0	2,894
GEORGIA	97,327	31,594	21,688	22,232	19,373	786	0	646
HAWAII	12,322	7,240	2,036	1,208	1,046	230	144	131
IDAHO	19,265	11,730	3,592	2,540	374	208	211	179
ILLINOIS	178,937	97,673	52,661	13,220	11,297	1,130	0	1,269
INDIANA	103,424	45,075	34,877	15,587	5,722	759	327	547
IOWA	54,614	25,889	9,015	10,439	7,052	629	559	857
KANSAS	40,162	18,313	10,479	4,789	3,995	376	1,198	304
KENTUCKY	66,789	23,417	20,840	17,028	3,142	485	846	389
LOUISIANA	67,582	30,404	17,833	10,028	4,441	987	574	965
MAINE	24,466	11,728	5,896	1,636	3,487	233	891	163
MARYLAND	80,294	42,259	22,188	4,908	4,634	844	3,455	550
MASSACHUSETTS	126,555	46,433	27,209	27,328	17,855	1,598	2,671	1,074
MICHIGAN	142,483	74,144	32,989	12,257	15,595	2,330	84	4,140
MINNESOTA	71,438	31,797	13,142	9,813	12,892	1,231	0	1,225
MISSISSIPPI	55,819	29,247	17,738	6,928	207	351	269	928
MISSOURI	97,161	50,613	23,773	11,102	8,624	815	519	719
MONTANA	15,778	9,201	3,725	1,123	808	190	366	81
NEBRASKA	32,403	14,900	8,222	4,398	2,679	510	443	439
NEVADA	18,139	11,045	3,854	1,274	1,021	178	245	306
NEW HAMPSHIRE	18,017	11,171	3,615	689	1,746	64	104	135
NEW JERSEY	163,604	88,061	48,192	3,995	13,623	1,058	7,279	514
NEW MEXICO	35,316	17,516	10,699	1,842	3,247	331	692	614
NEW YORK	277,521	174,590	26,090	16,855	41,354	2,638	9,131	1,489
NORTH CAROLINA	114,285	54,629	24,236	19,526	9,370	1,394	970	951
NORTH DAKOTA	10,894	5,683	3,405	1,098	437	96	0	58
OHIO	191,196	76,010	50,736	41,482	9,419	2,282	6,361	3,969
OKLAHOMA	61,912	31,910	14,476	11,245	1,780	538	1,176	277
OREGON	45,898	28,078	12,828	1,439	2,319	88	0	385
PENNSYLVANIA	176,977	83,918	47,271	26,172	15,249	2,377	287	642
PUERTO RICO	31,285	10,252	1,459	14,609	886	908	1,123	473
RHODE ISLAND	18,842	12,345	3,429	948	1,396	156	104	139
SOUTH CAROLINA	70,045	30,189	18,749	13,564	5,180	817	256	732
SOUTH DAKOTA	12,416	6,130	3,619	1,368	455	213	348	117
TENNESSEE	99,389	54,455	23,801	12,218	2,383	1,010	1,465	1,070
TEXAS	328,323	196,501	61,679	22,376	27,666	1,138	2,541	3,880
UTAH	43,895	23,722	7,407	3,039	7,471	351	1,087	187
VERMONT	8,647	4,704	1,971	882	745	97	36	54
VIRGINIA	108,094	58,263	23,791	12,241	9,043	1,046	1,813	758
WASHINGTON	76,811	38,598	15,217	6,898	4,864	1,789	2,127	1,021
WEST VIRGINIA	39,483	18,593	10,554	7,446	2,091	279	0	284
WISCONSIN	76,890	25,912	15,367	4,152	11,458	253	18,784	506
WYOMING	10,112	5,555	2,709	603	619	141	0	164
AMERICAN SAMOA	250	0	64	169	1	14	1	1
GUAM	1,244	867	188	114	12	4	17	19
NORTHERN MARIANAS	178	84	16	22	5	13	25	5
PALAU	193	129	13	10	0	23	3	7
VIRGIN ISLANDS	1,201	323	208	590	26	20	19	5
BUR. OF INDIAN AFFAIRS	5,608	3,219	1,411	308	351	52	194	22
U.S. AND INSULAR AREAS	4,323,704	2,218,948	990,016	500,986	363,877	43,690	80,655	46,222
50 STATES, D.C. & P.R.	4,315,030	2,214,326	988,116	499,773	363,482	43,564	80,396	46,163

DATA AS OF OCTOBER 1, 1992.

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TABLE AA14

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	947	317	8	3	7
ALASKA	137	30	4	2	2
ARIZONA	106	251	0	163	8
ARKANSAS	311	60	0	23	12
CALIFORNIA	11,428	2,825	113	0	0
COLORADO	0	220	16	0	0
CONNECTICUT	436	34	3	123	13
DELAWARE	8	24	2	4	1
DISTRICT OF COLUMBIA	3	24	0	0	0
FLORIDA	2,832	745	20	0	0
GEORGIA	687	319	2	0	0
HAWAII	236	51	0	0	0
IDAHO	319	67	8	23	14
ILLINOIS	923	659	5	39	61
INDIANA	0	331	28	171	0
IOWA	0	147	27	0	0
KANSAS	551	151	6	0	0
KENTUCKY	301	332	9	0	0
LOUISIANA	1,972	376	2	0	0
MAINE	286	96	3	25	22
MARYLAND	1,125	320	11	0	0
MASSACHUSETTS	1,542	782	63	0	0
MICHIGAN	0	725	0	219	0
MINNESOTA	796	296	15	231	0
MISSISSIPPI	0	144	7	0	0
MISSOURI	345	283	62	271	35
MONTANA	216	66	2	0	0
NEBRASKA	624	185	3	0	0
NEVADA	126	88	2	0	0
NEW HAMPSHIRE	476	17	0	0	0
NEW JERSEY	580	102	4	196	0
NEW MEXICO	185	163	2	22	3
NEW YORK	4,223	1,099	82	0	0
NORTH CAROLINA	1,946	541	5	717	0
NORTH DAKOTA	68	45	4	0	0
OHIO	0	906	31	0	0
OKLAHOMA	252	226	32	0	0
OREGON	721	14	0	26	0
PENNSYLVANIA	36	1,022	3	0	0
PUERTO RICO	624	543	86	316	6
RHODE ISLAND	234	77	4	7	3
SOUTH CAROLINA	110	321	5	115	7
SOUTH DAKOTA	67	54	7	26	12
TENNESSEE	1,865	760	12	285	65
TEXAS	10,971	1,545	26	0	0
UTAH	449	139	43	0	0
VERMONT	133	24	1	0	0
VIRGINIA	566	94	2	472	5
WASHINGTON	6,006	272	19	0	0
WEST VIRGINIA	14	137	1	75	9
WISCONSIN	280	173	5	0	0
WYOMING	272	47	2	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	19	3	1	0	0
NORTHERN MARIANAS	7	0	0	1	0
PALAU	4	4	0	0	0
VIRGIN ISLANDS	1	4	5	0	0
BUR. OF INDIAN AFFAIRS	35	16	0	0	0
U.S. AND INSULAR AREAS	56,401	18,296	773	3,555	285
50 STATES, D.C. & P.R.	56,335	18,269	767	3,554	285

DATA AS OF OCTOBER 1, 1992.

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TABLE AA15

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY DISABILITY AND AGE

DURING THE 1991-92 SCHOOL YEAR

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
MENTAL RETARDATION	.	.	.	19,603	26,435	32,880	37,349	39,169	42,054
SPEECH IMPAIRMENTS	.	.	.	197,984	201,793	178,547	137,942	96,839	63,179
VISUAL IMPAIRMENTS	.	.	.	1,173	1,462	1,563	1,687	1,649	1,659
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	7,646	13,567	19,996	25,941	30,170	34,663
ORTHOPEDIC IMPAIRMENTS	.	.	.	4,646	4,380	4,335	4,099	3,855	3,517
OTHER HEALTH IMPAIRMENTS	.	.	.	3,796	4,455	4,912	5,070	4,932	4,728
SPECIFIC LEARNING DISABILITIES	.	.	.	32,838	84,359	152,012	204,088	232,045	244,551
DEAF-BLINDNESS	.	.	.	59	57	60	57	50	71
MULTIPLE DISABILITIES	.	.	.	7,324	6,954	7,353	7,188	7,106	6,684
HEARING IMPAIRMENTS	.	.	.	3,122	3,563	3,820	4,102	4,000	4,045
AUTISM	.	.	.	464	428	383	300	250	242
TRAUMATIC BRAIN INJURY	.	.	.	11	13	12	18	16	23
ALL DISABILITIES	70,000	126,950	201,807	278,666	347,466	405,873	427,841	420,081	405,416

DISABILITY	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
MENTAL RETARDATION	42,398	42,550	43,170	42,333	39,745	36,030	28,393	15,187	9,171
SPEECH IMPAIRMENTS	39,101	25,424	17,357	12,104	8,994	6,762	2,912	736	253
VISUAL IMPAIRMENTS	1,517	1,403	1,427	1,222	1,279	1,095	737	269	99
SERIOUS EMOTIONAL DISTURBANCE	36,541	38,217	40,209	38,866	34,607	25,526	12,514	3,805	1,238
ORTHOPEDIC IMPAIRMENTS	3,333	3,099	3,018	2,991	2,803	2,666	1,754	881	537
OTHER HEALTH IMPAIRMENTS	4,358	4,214	4,299	4,379	4,130	3,584	2,025	850	433
SPECIFIC LEARNING DISABILITIES	238,799	224,334	212,405	187,421	164,589	134,012	80,699	21,328	4,467
DEAF-BLINDNESS	86	68	53	36	43	36	37	24	22
MULTIPLE DISABILITIES	5,978	5,501	5,193	4,629	4,412	4,001	3,110	2,304	1,873
HEARING IMPAIRMENTS	3,576	3,485	3,162	2,888	2,729	2,572	1,691	614	213
AUTISM	228	218	192	177	161	149	110	105	91
TRAUMATIC BRAIN INJURY	16	17	19	32	23	33	27	11	8
ALL DISABILITIES	375,931	348,530	330,504	297,078	263,515	216,466	134,009	46,114	18,405

DISABILITY	21 YEARS OLD	22 YEARS OLD
MENTAL RETARDATION	4,519	2,843
SPEECH IMPAIRMENTS	89	24
VISUAL IMPAIRMENTS	55	33
SERIOUS EMOTIONAL DISTURBANCE	371	173
ORTHOPEDIC IMPAIRMENTS	308	139
OTHER HEALTH IMPAIRMENTS	236	35
SPECIFIC LEARNING DISABILITIES	1,001	346
DEAF-BLINDNESS	14	3
MULTIPLE DISABILITIES	1,045	365
HEARING IMPAIRMENTS	108	36
AUTISM	57	129
TRAUMATIC BRAIN INJURY	6	1
ALL DISABILITIES	7,809	4,127

DATA AS OF OCTOBER 1, 1992

SOURCE: ANNUAL.CNTL(C4XXNX1A)
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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
ALABAMA	590	1,454	5,413	6,788	7,090	6,957	7,181	7,584	7,942
ALASKA	282	432	585	675	1,029	1,270	1,314	1,166	1,067
ARIZONA	962	1,815	2,132	3,083	4,221	5,341	5,654	5,589	5,424
ARKANSAS	873	1,688	1,689	2,260	2,752	3,102	3,560	3,684	3,746
CALIFORNIA	8,970	15,772	18,596	25,100	35,703	45,324	49,229	48,578	45,215
COLORADO	687	1,315	1,793	2,445	3,597	4,881	5,401	5,400	4,987
CONNECTICUT	1,109	2,010	2,432	3,219	4,114	5,065	5,403	5,297	5,080
DELAWARE	200	505	926	861	1,022	1,107	1,023	911	862
DISTRICT OF COLUMBIA	24	113	123	96	115	138	158	183	202
FLORIDA	1,552	3,776	9,287	15,403	19,644	23,195	24,608	24,142	22,818
GEORGIA	1,313	2,029	4,537	7,091	8,405	9,470	9,851	10,068	9,813
HAWAII	189	260	449	614	940	1,233	1,247	1,233	1,164
IDAHO	350	863	1,176	1,547	1,960	2,165	2,146	1,944	1,774
ILLINOIS	3,491	7,172	12,387	14,022	17,524	18,687	18,073	17,061	15,344
INDIANA	1,278	1,847	4,394	7,520	10,335	11,096	10,663	9,601	8,965
IOWA	1,067	1,701	2,634	3,176	3,790	4,806	5,255	5,056	4,944
KANSAS	776	1,302	1,997	2,522	3,254	4,244	4,645	4,225	3,726
KENTUCKY	1,698	4,185	6,295	6,609	6,592	6,195	6,149	5,707	5,712
LOUISIANA	1,132	2,360	3,363	4,864	5,369	5,661	5,854	6,005	6,151
MAINE	481	1,065	896	1,405	1,894	2,320	2,451	2,454	2,367
MARYLAND	1,482	2,386	3,907	4,668	6,317	7,581	8,284	8,240	7,877
MASSACHUSETTS	1,793	3,933	4,359	7,211	9,586	11,368	11,914	11,808	11,454
MICHIGAN	2,780	4,657	6,908	8,694	10,747	13,044	14,244	13,986	13,189
MINNESOTA	2,064	3,223	3,707	4,202	5,125	6,410	7,269	6,983	6,636
MISSISSIPPI	370	911	3,284	5,338	5,199	4,552	4,485	4,364	4,681
MISSOURI	934	1,521	2,672	4,725	6,979	8,936	9,785	9,816	9,815
MONTANA	302	543	937	1,141	1,435	1,759	1,679	1,554	1,334
NEBRASKA	606	922	1,236	1,917	2,669	3,460	3,668	3,356	3,210
NEVADA	364	567	887	1,150	1,483	1,868	2,026	1,980	1,787
NEW HAMPSHIRE	160	465	634	757	1,042	1,385	1,759	1,758	1,796
NEW JERSEY	2,066	2,935	9,719	14,772	16,329	15,732	14,610	13,901	13,320
NEW MEXICO	599	915	1,077	1,536	2,294	3,227	3,627	3,688	3,735
NEW YORK	8,197	11,580	9,213	12,167	14,056	19,501	23,243	24,951	26,181
NORTH CAROLINA	1,738	3,290	6,147	9,014	10,356	11,112	11,592	11,449	11,166
NORTH DAKOTA	136	347	509	796	872	1,086	1,054	1,059	909
OHIO	844	1,644	8,472	12,817	16,148	19,598	19,208	18,751	16,890
OKLAHOMA	718	1,561	3,018	4,164	5,076	6,022	6,516	6,225	5,861
OREGON	50	256	897	2,031	3,437	4,952	5,299	5,193	4,651
PENNSYLVANIA	2,743	4,806	6,265	9,440	13,427	16,886	17,333	16,294	15,743
PUERTO RICO	771	1,412	1,513	973	1,217	1,739	2,170	2,468	2,973
RHODE ISLAND	298	579	863	1,124	1,440	1,687	1,828	1,769	1,703
SOUTH CAROLINA	779	2,583	5,167	6,492	6,956	7,104	6,796	6,555	6,231
SOUTH DAKOTA	347	729	1,117	1,178	1,354	1,370	1,268	1,114	1,044
TENNESSEE	1,067	1,939	5,523	8,087	8,738	8,942	8,916	8,571	8,632
TEXAS	4,038	7,670	13,089	19,730	25,304	29,346	32,458	31,765	32,245
UTAH	659	1,230	1,533	2,698	4,171	5,076	5,019	4,622	4,403
VERMONT	202	344	307	372	561	732	917	955	961
VIRGINIA	2,031	3,594	5,130	7,391	8,825	9,604	10,166	11,137	10,728
WASHINGTON	1,793	3,237	4,629	4,942	6,122	8,044	8,792	7,981	7,341
WEST VIRGINIA	416	813	2,025	2,735	3,055	3,414	3,500	3,366	3,333
WISCONSIN	2,038	3,779	5,028	5,998	6,278	6,383	6,673	6,671	6,487
WYOMING	350	516	468	591	902	1,047	1,085	991	952
AMERICAN SAMOA	1	19	15	9	14	30	34	25	31
GUAM	42	73	82	58	72	78	116	95	107
NORTHERN MARIANAS	9	6	10	15	13	11	15	14	15
PALAU	2	4	3	4	13	19	10	23	18
VIRGIN ISLANDS	26	31	23	39	77	77	92	118	115
BUR. OF INDIAN AFFAIRS	161	266	330	390	427	434	526	597	559
U.S. AND INSULAR AREAS	70,000	126,950	201,807	278,666	347,466	405,873	427,841	420,081	405,416
50 STATES, D.C. & P.R.	69,759	126,551	201,344	278,151	346,850	405,224	427,048	419,209	404,571

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
15OCT92

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY AGE

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,861	7,079	7,011	6,340	5,657	4,843	3,303	1,448	405
ALASKA	898	865	804	684	556	489	277	118	34
ARIZONA	4,795	4,510	4,117	3,474	3,083	2,480	1,495	616	288
ARKANSAS	3,717	3,728	3,698	3,431	3,041	2,533	1,529	442	100
CALIFORNIA	40,276	35,219	32,139	27,825	24,146	19,905	10,939	3,366	1,779
COLORADO	4,740	4,393	4,186	3,716	3,328	2,420	1,478	458	177
CONNECTICUT	5,120	4,908	4,551	3,983	3,530	3,250	1,846	586	281
DELAWARE	772	704	711	647	551	416	268	65	11
DISTRICT OF COLUMBIA	214	256	268	214	223	190	158	67	19
FLORIDA	20,248	18,440	16,619	14,542	11,703	8,879	5,576	2,096	760
GEORGIA	8,725	8,078	7,269	6,016	4,724	3,886	2,549	935	349
HAWAII	1,085	1,079	989	892	794	696	273	65	18
IDAHO	1,567	1,343	1,334	1,103	941	780	461	141	51
ILLINOIS	13,887	13,782	12,271	12,044	10,578	8,739	5,129	1,316	429
INDIANA	8,324	7,550	7,458	6,681	5,824	5,029	3,169	948	216
IOWA	4,789	4,526	4,570	4,049	3,740	3,064	1,889	632	277
KANSAS	3,315	2,987	2,817	2,542	2,328	1,863	1,171	357	133
KENTUCKY	5,306	5,096	5,117	4,439	3,735	3,038	2,044	769	231
LOUISIANA	6,178	5,827	5,652	4,885	4,157	3,189	2,157	993	402
MAINE	2,127	2,123	1,894	1,596	1,460	1,237	835	260	39
MARYLAND	7,477	6,620	6,232	5,376	4,568	3,711	2,196	713	330
MASSACHUSETTS	11,098	10,500	10,202	9,180	8,551	7,533	4,202	1,197	472
MICHIGAN	12,751	11,596	11,125	9,966	8,891	7,438	4,609	1,344	470
MINNESOTA	6,182	5,943	5,608	5,274	4,877	3,923	1,953	623	393
MISSISSIPPI	4,479	4,420	4,558	4,094	3,751	3,091	2,020	610	155
MISSOURI	9,034	8,384	7,800	6,983	5,882	4,657	2,889	987	393
MONTANA	1,333	1,131	1,085	1,031	873	693	520	151	50
NEBRASKA	2,739	2,458	2,231	1,925	1,829	1,362	955	386	176
NEVADA	1,585	1,429	1,291	1,105	1,009	761	441	114	59
NEW HAMPSHIRE	1,659	1,595	1,539	1,328	1,299	1,139	720	199	42
NEW JERSEY	12,917	12,479	12,084	11,132	10,037	8,711	4,977	1,611	707
NEW MEXICO	3,397	3,213	2,938	2,513	2,038	1,652	964	336	123
NEW YORK	24,572	24,135	24,273	24,437	23,480	17,786	11,352	4,808	2,107
NORTH CAROLINA	10,151	9,256	8,607	7,253	5,481	4,388	3,002	1,019	366
NORTH DAKOTA	926	792	778	754	683	593	399	136	41
OHIO	15,130	14,832	13,127	13,149	11,645	10,147	6,902	2,028	534
OKLAHOMA	5,386	4,881	4,587	4,040	3,515	3,083	1,866	519	131
OREGON	4,165	3,836	3,403	2,982	2,472	1,909	1,119	282	110
PENNSYLVANIA	15,202	14,225	14,152	12,667	12,044	10,325	6,284	2,015	750
PUERTO RICO	3,132	3,243	3,075	2,734	2,384	1,885	1,271	898	646
RHODE ISLAND	1,681	1,516	1,595	1,295	1,172	1,026	672	225	99
SOUTH CAROLINA	5,780	5,322	5,144	4,236	3,633	2,771	1,832	784	340
SOUTH DAKOTA	946	853	840	752	668	541	338	100	39
TENNESSEE	8,486	8,077	7,784	6,793	6,184	4,984	3,231	1,183	489
TEXAS	29,301	26,741	25,251	22,389	19,959	15,885	11,010	4,383	1,709
UTAH	3,778	3,245	3,095	2,542	2,133	1,763	810	246	152
VERMONT	863	758	674	601	519	383	231	72	36
VIRGINIA	10,157	8,150	7,876	6,935	6,348	5,454	3,418	1,121	476
WASHINGTON	6,393	5,686	5,442	4,773	4,198	3,564	2,247	812	402
WEST VIRGINIA	3,206	3,143	3,284	2,994	2,681	2,380	1,620	529	160
WISCONSIN	6,462	5,984	5,953	5,466	5,497	5,026	2,832	757	340
WYOMING	848	801	711	640	557	515	288	125	55
AMERICAN SAMOA	15	13	9	34	24	7	5	0	0
GUAM	97	105	98	102	99	83	82	31	17
NORTHERN MARIANAS	24	17	19	9	7	14	4	1	0
PALAU	34	29	17	14	5	3	1	1	2
VIRGIN ISLANDS	96	124	100	82	113	89	40	32	7
BUR. OF INDIAN AFFAIRS	505	505	442	395	310	266	161	58	28
U.S. AND INSULAR AREAS	375,931	348,530	330,504	297,078	263,515	216,466	134,009	46,114	18,405
50 STATES, D.C. & P.R.	375,160	347,737	329,819	296,442	262,957	216,004	133,716	45,991	18,351

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
15OCT92

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	21 YEARS OLD
ALABAMA	75
ALASKA	22
ARIZONA	202
ARKANSAS	0
CALIFORNIA	1,635
COLORADO	28
CONNECTICUT	67
DELAWARE	1
DISTRICT OF COLUMBIA	16
FLORIDA	258
GEORGIA	98
HAWAII	0
IDAHO	8
ILLINOIS	51
INDIANA	45
IOWA	51
KANSAS	33
KENTUCKY	50
LOUISIANA	238
MAINE	4
MARYLAND	104
MASSACHUSETTS	279
MICHIGAN	389
MINNESOTA	37
MISSISSIPPI	22
MISSOURI	96
MONTANA	9
NEBRASKA	62
NEVADA	51
NEW HAMPSHIRE	0
NEW JERSEY	285
NEW MEXICO	35
NEW YORK	472
NORTH CAROLINA	73
NORTH DAKOTA	16
OHIO	290
OKLAHOMA	40
OREGON	57
PENNSYLVANIA	190
PUERTO RICO	477
RHODE ISLAND	10
SOUTH CAROLINA	69
SOUTH DAKOTA	11
TENNESSEE	292
TEXAS	847
UTAH	143
VERMONT	12
VIRGINIA	308
WASHINGTON	72
WEST VIRGINIA	83
WISCONSIN	83
WYOMING	4
AMERICAN SAMOA	0
GUAM	4
NORTHERN MARIANAS	0
PALAU	0
VIRGIN ISLANDS	0
BUR. OF INDIAN AFFAIRS	5
U.S. AND INSULAR AREAS	7,809
50 STATES, D.C. & P.R.	7,800

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
15OCT92

TABLE AA17

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	53,987	94,945	96,975	42,988	2,030	79.63	2.14
ALASKA	9,597	14,745	16,106	6,509	1,361	67.82	9.23
ARIZONA	43,045	57,235	61,076	18,031	3,841	41.89	6.71
ARKANSAS	28,487	47,835	49,018	20,531	1,183	72.07	2.47
CALIFORNIA	332,291	469,282	494,058	161,767	24,776	48.68	5.28
COLORADO	47,943	57,102	60,357	12,414	3,255	25.89	5.70
CONNECTICUT	62,085	64,562	66,192	4,107	1,630	6.62	2.52
DELAWARE	14,307	14,294	14,435	128	141	0.89	0.99
DISTRICT OF COLUMBIA	9,261	6,290	7,104	-2,157	814	-23.29	12.94
FLORIDA	117,257	236,013	253,606	136,349	17,593	116.28	7.45
GEORGIA	85,209	101,997	107,660	22,451	5,663	26.35	5.55
HAWAII	10,544	13,169	14,163	3,619	994	34.32	7.55
IDAHO	14,573	22,017	22,755	8,182	738	56.14	3.35
ILLINOIS	229,797	239,185	245,931	16,134	6,746	7.02	2.82
INDIANA	87,644	114,643	118,924	31,280	4,281	35.69	3.73
IOWA	51,055	60,695	61,510	10,455	815	20.48	1.34
KANSAS	37,623	45,212	47,063	9,440	1,851	25.09	4.09
KENTUCKY	57,057	79,421	81,681	24,624	2,260	43.16	2.85
LOUISIANA	86,989	73,663	78,760	-8,229	5,097	-9.46	6.92
MAINE	23,701	27,987	27,891	4,190	-96	17.68	-0.34
MARYLAND	84,184	91,940	92,520	8,336	580	9.90	0.63
MASSACHUSETTS	131,992	154,616	156,633	24,641	2,017	18.67	1.30
MICHIGAN	153,113	166,927	172,238	19,125	5,311	12.49	3.18
MINNESOTA	72,136	80,896	83,028	10,892	2,132	15.10	2.64
MISSISSIPPI	29,219	60,934	61,197	31,978	263	109.44	0.43
MISSOURI	94,387	101,955	105,521	11,134	3,566	11.80	3.50
MONTANA	8,610	17,204	18,038	9,428	834	109.50	4.85
NEBRASKA	25,270	32,761	35,975	10,705	3,214	42.36	9.81
NEVADA	11,133	18,440	20,530	9,397	2,090	84.41	11.33
NEW HAMPSHIRE	9,916	19,658	21,047	11,131	1,389	112.25	7.07
NEW JERSEY	145,077	181,319	184,621	39,544	3,302	27.26	1.82
NEW MEXICO	15,149	36,037	38,207	23,058	2,170	152.21	6.02
NEW YORK	240,250	307,458	324,677	84,427	17,219	35.14	5.60
NORTH CAROLINA	98,035	123,126	127,867	29,832	4,741	30.43	3.85
NORTH DAKOTA	8,976	12,504	12,679	3,703	175	41.25	1.40
OHIO	168,314	205,440	210,268	41,954	4,828	24.93	2.35
OKLAHOMA	44,181	65,653	68,576	24,395	2,923	55.22	4.45
OREGON	37,258	55,149	56,702	19,444	1,553	52.19	2.82
PENNSYLVANIA	206,792	219,428	214,035	7,243	-5,393	3.50	-2.46
PUERTO RICO	11,200	35,129	34,981	23,781	-148	212.33	-0.42
RHODE ISLAND	15,971	21,076	21,588	5,617	512	35.17	2.43
SOUTH CAROLINA	72,357	77,765	79,872	7,515	2,107	10.39	2.71
SOUTH DAKOTA	9,936	14,987	15,284	5,348	297	53.82	1.98
TENNESSEE	99,251	104,898	111,315	12,064	6,417	12.16	6.12
TEXAS	233,552	350,636	367,860	134,308	17,224	57.51	4.91
UTAH	37,204	47,747	50,009	12,805	2,262	34.42	4.74
VERMONT	6,382	12,263	11,101	4,719	-1,162	73.94	-9.48
VIRGINIA	77,616	113,971	122,647	45,031	8,676	58.02	7.61
WASHINGTON	57,705	85,395	91,286	33,581	5,891	58.19	6.90
WEST VIRGINIA	30,135	43,135	44,338	14,203	1,203	47.13	2.79
WISCONSIN	58,019	86,930	91,742	33,723	4,812	58.12	5.54
WYOMING	7,261	11,202	11,935	4,674	733	64.37	6.54
AMERICAN SAMOA	139	363	322	183	-41	131.65	-11.29
GUAM	2,597	1,750	1,619	-978	-131	-37.66	-7.49
NORTHERN MARIANAS	.	411	426	.	15	.	3.65
PALAU	1,120	459	456	-664	-3	-59.29	-0.65
VIRGIN ISLANDS	1,712	1,333	1,399	-313	66	-18.28	4.95
BUR. OF INDIAN AFFAIRS	.	6,997	6,365	.	-632	.	-9.03
U.S. AND INSULAR AREAS	3,708,601	4,808,184	4,994,169	1,285,568	185,985	34.66	3.87
50 STATES, D.C. & P.R.	3,703,033	4,796,871	4,983,582	1,280,549	186,711	34.58	3.89

THE FIGURES FOR YEARS PRIOR TO 1988-89 REPRESENT CHILDREN FROM BIRTH THROUGH AGE 20 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.
THE FIGURES FOR YEARS 1988-89 AND LATER REPRESENT CHILDREN FROM BIRTH TO AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

DATA AS OF OCTOBER 1, 1992.
SOURCE: ANNUAL.CNTL(C4CBZZ1A)
15OCT92

TABLE AA18

NUMBER AND CHANGE IN NUMBER OF CHILDREN BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	1,191	1,692	1,954	763	262	64.06	15.48
ALASKA	2,213	3,327	3,539	1,326	212	59.92	6.37
ARIZONA	1,178	1,877	1,795	617	-82	52.38	-4.37
ARKANSAS	3,776	3,498	3,445	-331	-53	-8.77	-1.52
CALIFORNIA	6,085	4,105	4,342	-1,743	237	-28.64	5.77
COLORADO	3,642	4,937	4,927	1,285	-10	35.28	-0.20
CONNECTICUT	2,670	4,208	4,341	1,671	133	62.58	3.16
DELAWARE	1,854	3,072	2,872	1,018	-200	54.91	-6.51
DISTRICT OF COLUMBIA	2,920	3,869	4,327	1,407	458	48.18	11.84
FLORIDA	5,716	8,344	10,060	4,344	1,716	76.00	20.57
GEORGIA	2,352	2,824	2,454	102	-370	4.34	-13.10
HAWAII	807	866	943	136	77	16.85	8.89
IDAHO	503	914	1,101	598	187	118.89	20.46
ILLINOIS	21,216	41,900	43,944	22,728	2,044	107.13	4.88
INDIANA	6,005	9,735	7,981	1,976	-1,754	32.91	-18.02
IOWA	1,282	1,492	1,494	212	2	16.54	0.13
KANSAS	1,818	2,759	2,826	1,008	67	55.45	2.43
KENTUCKY	2,661	3,242	2,714	53	-528	1.99	-16.29
LOUISIANA	5,061	3,934	4,323	-738	389	-14.58	9.89
MAINE	1,568	1,115	983	-585	-132	-37.31	-11.84
MARYLAND	3,895	4,994	4,451	556	-543	14.27	-10.87
MASSACHUSETTS	13,968	18,517	19,993	6,025	1,476	43.13	7.97
MICHIGAN	12,265	12,735	15,410	3,145	2,675	25.64	21.01
MINNESOTA	1,323	2,275	2,596	1,273	321	96.22	14.11
MISSISSIPPI	1,581	865	813	-768	-52	-48.58	-6.01
MISSOURI	4,017	3,050	3,233	-784	183	-19.52	6.00
MONTANA	516	431	478	-38	47	-7.36	10.90
NEBRASKA	521	698	808	287	110	55.09	15.76
NEVADA	975	382	573	-402	191	-41.23	50.00
NEW HAMPSHIRE	1,242	1,798	1,771	529	-27	42.59	-1.50
NEW JERSEY	7,553	6,208	6,297	-1,256	89	-16.63	1.43
NEW MEXICO	651	289	300	-351	11	-53.92	3.81
NEW YORK	19,615	17,154	18,166	-1,449	1,012	-7.39	5.90
NORTH CAROLINA	6,892	2,168	2,407	-4,485	239	-65.08	11.02
NORTH DAKOTA	504	769	793	289	24	57.34	3.12
OHIO	13,794	8,595	8,112	-5,682	-483	-41.19	-5.62
OKLAHOMA	1,521	966	1,367	-154	401	-10.12	41.51
OREGON	3,734	8,939	9,601	5,867	662	157.12	7.41
PENNSYLVANIA	13,773	23,821	23,244	9,471	-577	68.76	-2.42
PUERTO RICO	1,437	0	0	-1,437	0	-100.00	.
RHODE ISLAND	974	940	1,006	32	66	3.29	7.02
SOUTH CAROLINA	2,909	1,035	1,298	-1,611	263	-55.38	25.41
SOUTH DAKOTA	744	690	675	-69	-15	-9.27	-2.17
TENNESSEE	2,086	1,141	3,397	1,311	2,256	62.85	197.72
TEXAS	16,550	14,941	14,740	-1,810	-201	-10.94	-1.35
UTAH	1,141	2,476	2,692	1,551	216	135.93	8.72
VERMONT	2,298	2,144	1,601	-697	-543	-30.33	-25.33
VIRGINIA	3,568	3,237	3,798	230	561	6.45	17.33
WASHINGTON	2,927	4,624	4,816	1,889	192	64.54	4.15
WEST VIRGINIA	1,080	1,628	1,601	521	-27	48.24	-1.66
WISCONSIN	3,930	3,602	4,007	77	405	1.96	11.24
WYOMING	484	453	489	5	36	1.03	7.95
AMERICAN SAMOA	0	43	37	37	-6	100.00	-13.95
GUAM	275	250	178	-97	-72	-35.27	-28.80
NORTHERN MARIANAS	.	67	223	.	156	.	232.84
PALAU	0	337	254	254	-83	100.00	-24.63
VIRGIN ISLANDS	571	101	118	-453	17	-79.33	16.83
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	223,832	260,073	271,708	47,876	11,635	21.39	4.47
50 STATES, D.C. & P.R.	222,986	259,275	270,898	47,912	11,623	21.49	4.48

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C9XXZ21A)
15OCT92

TABLE AA19

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	52,796	93,253	95,021	42,225	1,768	79.98	1.90
ALASKA	7,384	11,418	12,567	5,183	1,149	70.19	10.06
ARIZONA	41,867	55,358	59,281	17,414	3,923	41.59	7.09
ARKANSAS	24,711	44,337	45,573	20,862	1,236	84.42	2.79
CALIFORNIA	326,206	465,177	489,716	163,510	24,539	50.12	5.28
COLORADO	44,301	52,165	55,430	11,129	3,265	25.12	6.26
CONNECTICUT	59,415	60,354	61,851	2,436	1,497	4.10	2.48
DELAWARE	12,453	11,222	11,563	-890	341	-7.15	3.04
DISTRICT OF COLUMBIA	6,341	2,421	2,777	-3,564	356	-56.21	14.70
FLORIDA	111,541	227,669	243,546	132,005	15,877	118.35	6.97
GEORGIA	82,857	99,173	105,206	22,349	6,033	26.97	6.08
HAWAII	9,737	12,303	13,220	3,483	917	35.77	7.45
IDAHO	14,070	21,103	21,654	7,584	551	53.90	2.61
ILLINOIS	208,581	197,285	201,987	-6,594	4,702	-3.16	2.38
INDIANA	81,639	104,908	110,943	29,304	6,035	35.89	5.75
IOWA	49,773	59,203	60,016	10,243	813	20.58	1.37
KANSAS	35,805	42,453	44,237	8,432	1,784	23.55	4.20
KENTUCKY	54,396	76,179	78,967	24,571	2,788	45.17	3.66
LOUISIANA	81,928	69,729	74,437	-7,491	4,708	-9.14	6.75
MAINE	22,133	26,872	26,908	4,775	36	21.57	0.13
MARYLAND	80,289	86,946	88,069	7,780	1,123	9.69	1.29
MASSACHUSETTS	118,024	136,099	136,640	18,616	541	15.77	0.40
MICHIGAN	140,848	154,192	156,828	15,980	2,636	11.35	1.71
MINNESOTA	70,813	78,621	80,432	9,619	1,811	13.58	2.30
MISSISSIPPI	27,638	60,069	60,384	32,746	315	118.48	0.52
MISSOURI	90,370	98,905	102,288	11,918	3,383	13.19	3.42
MONTANA	8,094	16,773	17,560	9,466	787	116.95	4.69
NEBRASKA	24,749	32,063	35,167	10,418	3,104	42.09	9.68
NEVADA	10,158	18,058	19,957	9,799	1,899	96.47	10.52
NEW HAMPSHIRE	8,674	17,860	19,276	10,602	1,416	122.23	7.93
NEW JERSEY	137,524	175,111	178,324	40,800	3,213	29.67	1.83
NEW MEXICO	14,498	35,748	37,907	23,409	2,159	161.46	6.04
NEW YORK	220,635	290,304	306,511	85,876	16,207	38.92	5.58
NORTH CAROLINA	91,143	120,958	125,460	34,317	4,502	37.65	3.72
NORTH DAKOTA	8,472	11,735	11,886	3,414	151	40.30	1.29
OHIO	154,520	196,845	202,156	47,636	5,311	30.83	2.70
OKLAHOMA	42,660	64,687	67,209	24,549	2,522	57.55	3.90
OREGON	33,524	46,210	47,101	13,577	891	40.50	1.93
PENNSYLVANIA	193,019	195,607	190,791	-2,228	-4,816	-1.15	-2.46
PUERTO RICO	9,763	35,129	34,981	25,218	-148	258.30	-0.42
RHODE ISLAND	14,997	20,136	20,582	5,585	446	37.24	2.21
SOUTH CAROLINA	69,448	76,730	78,574	9,126	1,844	13.14	2.40
SOUTH DAKOTA	9,192	14,297	14,609	5,417	312	58.93	2.18
TENNESSEE	97,165	103,757	107,918	10,753	4,161	11.07	4.01
TEXAS	217,002	335,695	353,120	136,118	17,425	62.73	5.19
UTAH	36,063	45,271	47,317	11,254	2,046	31.21	4.52
VERMONT	4,084	10,119	9,500	5,416	-619	132.62	-6.12
VIRGINIA	74,048	110,734	118,849	44,801	8,115	60.50	7.33
WASHINGTON	54,778	80,771	86,470	31,692	5,699	57.86	7.06
WEST VIRGINIA	29,055	41,507	42,737	13,682	1,230	47.09	2.96
WISCONSIN	54,089	83,328	87,735	33,646	4,407	62.20	5.29
WYOMING	6,777	10,749	11,446	4,669	697	68.89	6.48
AMERICAN SAMOA	139	320	285	146	-35	105.04	-10.94
GUAM	2,322	1,500	1,441	-881	-59	-37.94	-3.93
NORTHERN MARIANAS	.	344	203	.	-141	.	-40.99
PALAU	1,120	122	202	-918	80	-81.96	65.57
VIRGIN ISLANDS	1,141	1,232	1,281	140	49	12.27	3.98
BUR. OF INDIAN AFFAIRS	.	6,997	6,365	.	-632	.	-9.03
U.S. AND INSULAR AREAS	3,484,769	4,548,111	4,722,461	1,237,692	174,350	35.52	3.83
50 STATES, D.C. & P.R.	3,480,047	4,537,596	4,712,684	1,232,637	175,088	35.42	3.86

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4XXZZ1A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	52,353	86,319	87,564	35,211	1,245	67.26	1.44
ALASKA	7,007	10,285	11,268	4,261	983	60.81	9.56
ARIZONA	41,123	51,441	54,372	13,249	2,931	32.22	5.70
ARKANSAS	24,264	40,511	41,323	17,059	812	70.31	2.00
CALIFORNIA	301,836	425,711	446,378	144,542	20,667	47.89	4.85
COLORADO	42,366	49,062	51,635	9,269	2,573	21.88	5.24
CONNECTICUT	58,171	55,169	56,300	-1,871	1,131	-3.22	2.05
DELAWARE	11,979	9,729	9,932	-2,047	203	-17.09	2.09
DISTRICT OF COLUMBIA	5,551	2,209	2,517	-3,034	308	-54.66	13.94
FLORIDA	106,268	214,342	228,931	122,663	14,589	115.43	6.81
GEORGIA	79,138	92,659	97,327	18,189	4,668	22.98	5.04
HAWAII	9,548	11,521	12,322	2,774	801	29.05	6.95
IDAHO	13,412	18,608	19,265	5,853	657	43.64	3.53
ILLINOIS	187,690	175,333	178,937	-8,753	3,604	-4.66	2.06
INDIANA	80,426	100,046	103,424	22,998	3,378	28.60	3.38
IOWA	45,929	53,798	54,614	8,685	816	18.91	1.52
KANSAS	33,230	39,059	40,162	6,932	1,103	20.86	2.82
KENTUCKY	52,926	66,376	66,789	13,863	413	26.19	0.62
LOUISIANA	77,169	63,377	67,582	-9,587	4,205	-12.42	6.63
MAINE	21,455	24,011	24,466	3,011	455	14.03	1.89
MARYLAND	79,144	79,812	80,294	1,150	482	1.45	0.60
MASSACHUSETTS	113,273	126,442	126,555	13,282	113	11.73	0.09
MICHIGAN	127,123	140,648	142,483	15,360	1,835	12.08	1.30
MINNESOTA	66,592	69,984	71,438	4,846	1,454	7.28	2.08
MISSISSIPPI	26,443	54,563	55,819	29,376	1,256	111.09	2.30
MISSOURI	84,525	94,970	97,161	12,636	2,191	14.95	2.31
MONTANA	7,645	15,062	15,778	8,133	716	106.38	4.75
NEBRASKA	22,256	29,565	32,403	10,147	2,838	45.59	9.60
NEVADA	9,395	16,666	18,139	8,744	1,473	93.07	8.84
NEW HAMPSHIRE	8,385	16,631	18,017	9,632	1,386	114.87	8.33
NEW JERSEY	132,769	160,721	163,604	30,835	2,883	23.22	1.79
NEW MEXICO	13,832	33,563	35,316	21,484	1,753	155.32	5.22
NEW YORK	214,522	264,291	277,521	62,999	13,230	29.37	5.01
NORTH CAROLINA	87,034	110,476	114,285	27,251	3,809	31.31	3.45
NORTH DAKOTA	8,070	10,765	10,894	2,824	129	34.99	1.20
OHIO	150,451	187,085	191,196	40,745	4,111	27.08	2.20
OKLAHOMA	39,898	59,553	61,912	22,014	2,359	55.18	3.96
OREGON	31,244	45,087	45,898	14,654	811	46.90	1.80
PENNSYLVANIA	182,012	181,175	176,977	-5,035	-4,198	-2.77	-2.32
PUERTO RICO	9,522	31,784	31,285	21,763	-499	228.55	-1.57
RHODE ISLAND	13,928	18,512	18,842	4,914	330	35.28	1.78
SOUTH CAROLINA	65,670	68,789	70,045	4,375	1,256	6.66	1.83
SOUTH DAKOTA	8,741	12,221	12,416	3,675	195	42.04	1.60
TENNESSEE	89,849	96,357	99,389	9,540	3,032	10.62	3.15
TEXAS	193,937	312,798	328,323	134,386	15,525	69.29	4.96
UTAH	34,585	42,112	43,895	9,310	1,783	26.92	4.23
VERMONT	3,549	9,584	8,647	5,098	-937	143.65	-9.78
VIRGINIA	69,817	100,923	108,094	38,277	7,171	54.82	7.11
WASHINGTON	53,248	71,937	76,811	23,563	4,874	44.25	6.78
WEST VIRGINIA	28,221	38,974	39,483	11,262	509	39.91	1.31
WISCONSIN	50,058	73,003	76,890	26,832	3,887	53.60	5.32
WYOMING	6,440	9,530	10,112	3,672	582	57.02	6.11
AMERICAN SAMOA	131	272	250	119	-22	90.84	-8.09
GUAM	2,279	1,313	1,244	-1,035	-69	-45.41	-5.26
NORTHERN MARIANAS	.	133	178	.	45	.	33.83
PALAU	983	109	193	-790	84	-80.37	77.06
VIRGIN ISLANDS	1,141	1,177	1,201	60	24	5.26	2.04
BUR. OF INDIAN AFFAIRS	.	5,905	5,608	.	-297	.	-5.03
U.S. AND INSULAR AREAS	3,288,553	4,182,058	4,323,704	1,035,151	141,646	31.48	3.39
50 STATES, D.C. & P.R.	3,284,019	4,173,149	4,315,030	1,031,011	141,881	31.39	3.40

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
16OCT92

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

SPECIFIC LEARNING DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	5,407	33,105	35,020	29,613	1,915	547.68	5.78
ALASKA	3,873	6,576	7,202	3,329	626	85.95	9.52
ARIZONA	17,161	30,295	32,725	15,564	2,430	90.69	8.02
ARKANSAS	5,061	23,403	24,563	19,502	1,160	385.34	4.96
CALIFORNIA	73,416	260,281	273,840	200,424	13,559	273.00	5.21
COLORADO	16,360	26,482	29,039	12,679	2,557	77.50	9.66
CONNECTICUT	19,065	30,148	30,577	11,512	429	60.38	1.42
DELAWARE	4,345	6,339	6,921	2,576	582	59.29	9.18
DISTRICT OF COLUMBIA	1,591	1,556	1,936	345	380	21.68	24.42
FLORIDA	31,687	96,583	103,016	71,329	6,433	225.10	6.66
GEORGIA	15,558	29,310	31,594	16,036	2,284	103.07	7.79
HAWAII	4,867	6,732	7,240	2,373	508	48.76	7.55
IDAHO	5,551	11,262	11,730	6,179	468	111.31	4.16
ILLINOIS	51,644	95,757	97,673	46,029	1,916	89.13	2.00
INDIANA	5,381	42,359	45,075	39,694	2,716	737.67	6.41
IOWA	17,173	25,078	25,889	8,716	811	50.75	3.23
KANSAS	8,240	14,956	18,313	10,073	3,357	122.25	22.45
KENTUCKY	7,399	23,013	23,417	16,018	404	216.49	1.76
LOUISIANA	10,662	27,803	30,404	19,742	2,601	185.16	9.36
MAINE	7,125	11,322	11,728	4,603	406	64.60	3.59
MARYLAND	28,938	41,883	42,259	13,321	376	46.03	0.90
MASSACHUSETTS	17,795	46,633	46,433	28,638	-200	160.93	-0.43
MICHIGAN	27,226	71,907	74,144	46,918	2,237	172.33	3.11
MINNESOTA	21,236	31,823	31,797	10,561	-26	49.73	-0.08
MISSISSIPPI	2,728	27,875	29,247	26,519	1,372	972.10	4.92
MISSOURI	21,988	47,812	50,613	28,625	2,801	130.18	5.86
MONTANA	2,765	8,547	9,201	6,436	654	232.77	7.65
NEBRASKA	5,360	13,458	14,900	9,540	1,442	177.99	10.71
NEVADA	4,646	10,030	11,045	6,399	1,015	137.73	10.12
NEW HAMPSHIRE	3,059	10,455	11,171	8,112	716	265.18	6.85
NEW JERSEY	32,680	85,412	88,061	55,381	2,649	169.46	3.10
NEW MEXICO	6,137	16,599	17,516	11,379	917	185.42	5.52
NEW YORK	33,880	166,476	174,590	140,710	8,114	415.32	4.87
NORTH CAROLINA	17,501	51,466	54,629	37,128	3,163	212.15	6.15
NORTH DAKOTA	2,378	5,421	5,683	3,305	262	138.98	4.83
OHIO	32,334	75,573	76,010	43,676	437	135.08	0.58
OKLAHOMA	14,776	30,048	31,910	17,134	1,862	115.96	6.20
OREGON	10,905	27,431	28,078	17,173	647	157.48	2.36
PENNSYLVANIA	19,451	81,557	83,918	64,467	2,361	331.43	2.89
PUERTO RICO	972	9,944	10,252	9,280	308	954.73	3.10
RHODE ISLAND	4,430	12,231	12,345	7,915	114	178.67	0.93
SOUTH CAROLINA	10,777	28,869	30,189	19,412	1,320	180.12	4.57
SOUTH DAKOTA	1,166	5,889	6,130	4,964	241	425.73	4.09
TENNESSEE	34,923	52,184	54,455	19,532	2,271	55.93	4.35
TEXAS	48,469	184,248	196,501	148,032	12,253	305.42	6.65
UTAH	13,194	21,630	23,722	10,528	2,092	79.79	9.67
VERMONT	1,925	5,160	4,704	2,779	-456	144.36	-8.84
VIRGINIA	15,928	52,873	58,263	42,335	5,390	265.79	10.19
WASHINGTON	10,016	37,027	38,598	28,582	1,571	285.36	4.24
WEST VIRGINIA	5,713	18,168	18,593	12,880	425	225.45	2.34
WISCONSIN	14,199	24,580	25,912	11,713	1,332	82.49	5.42
WYOMING	3,034	5,316	5,555	2,521	239	83.09	4.50
AMERICAN SAMOA	37	0	0	-37	0	-100.00	.
GUAM	148	986	867	719	-119	485.81	-12.07
NORTHERN MARIANAS	.	69	84	.	15	.	21.74
PALAU	257	50	129	-128	79	-49.81	158.00
VIRGIN ISLANDS	176	296	323	147	27	83.52	9.12
BUR. OF INDIAN AFFAIRS	.	3,375	3,219	.	-156	.	-4.62
U.S. AND INSULAR AREAS	782,713	2,115,661	2,218,948	1,436,235	103,287	183.49	4.88
50 STATES, D.C. & P.R.	782,095	2,110,885	2,214,326	1,432,231	103,441	183.13	4.90

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
16OCT92

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1990-91	NUMBER SERVED 1991-92	CHANGE IN NUMBER SERVED 1976-77 - 1991-92	CHANGE IN NUMBER SERVED 1990-91 - 1991-92	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1991-92	PERCENTAGE CHANGE IN NUMBER SERVED 1990-91 - 1991-92
ALABAMA	14,010	19,682	19,248	5,238	-434	37.39	-2.21
ALASKA	1,621	2,256	2,459	838	203	51.70	9.00
ARIZONA	11,282	10,542	10,404	-878	-138	-7.78	-1.31
ARKANSAS	6,856	6,692	6,502	-354	-190	-5.16	-2.84
CALIFORNIA	109,617	96,116	100,287	-9,330	4,171	-8.51	4.34
COLORADO	12,358	7,976	8,128	-4,230	152	-34.23	1.91
CONNECTICUT	15,914	9,201	9,740	-6,174	539	-38.80	5.86
DELAWARE	3,003	1,968	1,608	-1,395	-360	-46.45	-18.29
DISTRICT OF COLUMBIA	1,989	462	330	-1,659	-132	-83.41	-28.57
FLORIDA	33,035	64,030	66,353	33,318	2,323	100.86	3.63
GEORGIA	21,181	20,735	21,688	507	953	2.39	4.60
HAWAII	2,359	2,122	2,036	-323	-86	-13.69	-4.05
IDAHO	3,031	3,435	3,592	561	157	18.51	4.57
ILLINOIS	66,172	51,629	52,661	-13,511	1,032	-20.42	2.00
INDIANA	47,848	34,824	34,877	-12,971	53	-27.11	0.15
IOWA	14,698	9,079	9,015	-5,683	-64	-38.67	-0.70
KANSAS	13,378	10,564	10,479	-2,899	-85	-21.67	-0.80
KENTUCKY	20,579	20,869	20,840	261	-29	1.27	-0.14
LOUISIANA	39,980	17,726	17,833	-22,147	107	-55.40	0.60
MAINE	5,595	5,715	5,896	301	181	5.38	3.17
MARYLAND	29,678	22,657	22,188	-7,490	-469	-25.24	-2.07
MASSACHUSETTS	33,665	27,010	27,209	-6,456	199	-19.18	0.74
MICHIGAN	56,929	32,937	32,989	-23,940	52	-42.05	0.16
MINNESOTA	23,621	12,825	13,142	-10,479	317	-44.36	2.47
MISSISSIPPI	8,923	17,577	17,738	8,815	161	98.79	0.92
MISSOURI	32,199	24,196	23,773	-8,426	-423	-26.17	-1.75
MONTANA	2,336	3,822	3,725	1,389	-97	59.46	-2.54
NEBRASKA	8,319	7,738	8,222	-97	484	-1.17	6.25
NEVADA	2,743	3,554	3,854	1,111	300	40.50	8.44
NEW HAMPSHIRE	1,239	3,128	3,615	2,376	487	191.77	15.57
NEW JERSEY	65,675	48,534	48,192	-17,483	-342	-26.62	-0.70
NEW MEXICO	1,709	10,019	10,699	8,990	680	526.04	6.79
NEW YORK	59,238	23,219	26,090	-33,148	2,871	-55.96	12.36
NORTH CAROLINA	23,653	23,983	24,236	583	253	2.46	1.05
NORTH DAKOTA	3,706	3,469	3,405	-301	-64	-8.12	-1.84
OHIO	55,467	50,009	50,736	-4,731	727	-8.53	1.45
OKLAHOMA	11,955	14,590	14,476	2,521	-114	21.09	-0.78
OREGON	9,691	12,655	12,828	3,137	173	32.37	1.37
PENNSYLVANIA	91,348	52,769	47,271	-44,077	-5,498	-48.25	-10.42
PUERTO RICO	187	1,325	1,459	1,272	134	680.21	10.11
RHODE ISLAND	4,662	3,338	3,429	-1,233	91	-26.45	2.73
SOUTH CAROLINA	20,371	18,326	18,749	-1,622	423	-7.96	2.31
SOUTH DAKOTA	5,667	3,843	3,619	-2,048	-224	-36.14	-5.83
TENNESSEE	25,444	23,557	23,801	-1,643	244	-6.46	1.04
TEXAS	65,363	60,472	61,679	-3,684	1,207	-5.64	2.00
UTAH	5,951	7,299	7,407	1,456	108	24.47	1.48
VERMONT	1,405	2,440	1,971	566	-469	40.28	-19.22
VIRGINIA	27,267	23,227	23,791	-3,476	564	-12.75	2.43
WASHINGTON	24,001	13,971	15,217	-8,784	1,246	-36.60	8.92
WEST VIRGINIA	9,335	10,392	10,554	1,219	162	13.06	1.56
WISCONSIN	12,696	14,349	15,367	2,671	1,018	21.04	7.09
WYOMING	1,582	2,445	2,709	1,127	264	71.24	10.80
AMERICAN SAMOA	0	105	64	64	-41	100.00	-39.05
GUAM	481	155	188	-293	33	-60.91	21.29
NORTHERN MARIANAS	.	19	16	.	-3	.	-15.79
PALAU	41	8	13	-28	5	-68.29	62.50
VIRGIN ISLANDS	325	219	208	-117	-11	-36.00	-5.02
BUR. OF INDIAN AFFAIRS	.	1,404	1,411	.	7	.	0.50
U.S. AND INSULAR AREAS	1,171,378	977,208	990,016	-181,362	12,808	-15.48	1.31
50 STATES, D.C. & P.R.	1,170,531	975,298	988,116	-182,415	12,818	-15.58	1.31

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
16OCT92

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

MENTAL RETARDATION

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1990-91	NUMBER SERVED 1991-92	CHANGE IN NUMBER SERVED 1976-77 - 1991-92	CHANGE IN NUMBER SERVED 1990-91 - 1991-92	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1991-92	PERCENTAGE CHANGE IN NUMBER SERVED 1990-91 - 1991-92
ALABAMA	30,650	25,187	24,774	-5,876	-413	-19.17	-1.64
ALASKA	860	309	338	-522	29	-60.70	9.39
ARIZONA	7,821	4,718	5,038	-2,783	320	-35.58	6.78
ARKANSAS	11,538	9,087	8,854	-2,684	-233	-23.26	-2.56
CALIFORNIA	37,439	23,939	24,678	-12,761	739	-34.08	3.09
COLORADO	6,518	2,210	2,101	-4,417	-109	-67.77	-4.93
CONNECTICUT	8,479	3,379	3,313	-5,166	-66	-60.93	-1.95
DELAWARE	2,207	566	603	-1,604	37	-72.68	6.54
DISTRICT OF COLUMBIA	1,251	80	110	-1,141	30	-91.21	37.50
FLORIDA	29,603	22,549	27,439	-2,164	4,890	-7.31	21.69
GEORGIA	30,276	21,935	22,232	-8,044	297	-26.57	1.35
HAWAII	1,970	1,079	1,208	-762	129	-38.68	11.96
IDAHO	3,306	2,645	2,540	-766	-105	-23.17	-3.97
ILLINOIS	39,109	12,962	13,220	-25,889	258	-66.20	1.99
INDIANA	23,631	15,765	15,587	-8,044	-178	-34.04	-1.13
IOWA	11,588	10,294	10,439	-1,149	145	-9.92	1.41
KANSAS	7,709	3,509	4,789	-2,920	1,280	-37.88	36.48
KENTUCKY	20,566	17,345	17,028	-3,538	-317	-17.20	-1.83
LOUISIANA	20,419	9,559	10,028	-10,391	469	-50.89	4.91
MAINE	4,785	1,853	1,636	-3,149	-217	-65.81	-11.71
MARYLAND	15,269	5,061	4,908	-10,361	-153	-67.86	-3.02
MASSACHUSETTS	28,318	27,284	27,328	-990	44	-3.50	0.16
MICHIGAN	23,110	12,441	12,257	-10,853	-184	-46.96	-1.48
MINNESOTA	13,691	9,693	9,813	-3,878	120	-28.33	1.24
MISSISSIPPI	14,169	7,304	6,928	-7,241	-376	-51.10	-5.15
MISSOURI	21,845	11,693	11,102	-10,743	-591	-49.18	-5.05
MONTANA	1,784	1,058	1,123	-661	65	-37.05	6.14
NEBRASKA	7,046	4,115	4,398	-2,648	283	-37.58	6.88
NEVADA	1,188	1,190	1,274	86	84	7.24	7.06
NEW HAMPSHIRE	2,303	687	689	-1,614	2	-70.08	0.29
NEW JERSEY	17,791	4,276	3,995	-13,796	-281	-77.54	-6.57
NEW MEXICO	4,140	1,875	1,842	-2,298	-33	-55.51	-1.76
NEW YORK	45,211	17,160	16,855	-28,356	-305	-62.72	-1.78
NORTH CAROLINA	41,965	19,575	19,526	-22,439	-49	-53.47	-0.25
NORTH DAKOTA	1,601	1,156	1,098	-503	-58	-31.42	-5.02
OHIO	54,567	40,967	41,482	-13,085	515	-23.98	1.26
OKLAHOMA	11,579	11,039	11,245	-334	206	-2.88	1.87
OREGON	5,137	1,472	1,439	-3,698	-33	-71.99	-2.24
PENNSYLVANIA	49,093	27,465	26,172	-22,921	-1,293	-46.69	-4.71
PUERTO RICO	7,263	15,598	14,609	7,346	-989	101.14	-6.34
RHODE ISLAND	2,113	961	948	-1,165	-13	-55.13	-1.35
SOUTH CAROLINA	27,468	13,889	13,564	-13,904	-325	-50.62	-2.34
SOUTH DAKOTA	1,310	1,321	1,368	58	47	4.43	3.56
TENNESSEE	22,004	12,304	12,218	-9,786	-86	-44.47	-0.70
TEXAS	36,422	22,058	22,376	-14,046	318	-38.56	1.44
UTAH	4,436	2,964	3,039	-1,397	75	-31.49	2.53
VERMONT	83	887	882	799	-5	962.65	-0.56
VIRGINIA	20,244	12,370	12,241	-8,003	-129	-39.53	-1.04
WASHINGTON	9,383	6,859	6,898	-2,485	39	-26.48	0.57
WEST VIRGINIA	11,279	7,565	7,446	-3,833	-119	-33.98	-1.57
WISCONSIN	16,217	4,315	4,152	-12,065	-163	-74.40	-3.78
WYOMING	964	607	603	-361	-4	-37.45	-0.66
AMERICAN SAMOA	65	151	169	104	18	160.00	11.92
GUAM	512	129	114	-398	-15	-77.73	-11.63
NORTHERN MARIANAS	.	10	22	.	12	.	120.00
PALAU	495	10	10	-485	0	-97.98	0.00
VIRGIN ISLANDS	500	578	590	90	12	18.00	2.08
BUR. OF INDIAN AFFAIRS	.	405	308	.	-97	.	-23.95
U.S. AND INSULAR AREAS	820,290	497,462	500,986	-319,304	3,524	-38.93	0.71
50 STATES, D.C. & P.R.	818,718	496,179	499,773	-318,945	3,594	-38.96	0.72

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	803	5,060	5,019	4,216	-41	525.03	-0.81
ALASKA	234	510	565	331	55	141.45	10.78
ARIZONA	3,576	3,054	3,473	-103	419	-2.88	13.72
ARKANSAS	185	251	245	60	-6	32.43	-2.39
CALIFORNIA	20,766	12,344	13,507	-7,259	1,163	-34.96	9.42
COLORADO	4,434	8,388	8,021	3,587	-367	80.90	-4.38
CONNECTICUT	9,969	10,293	10,280	311	-13	3.12	-0.13
DELAWARE	2,366	727	622	-1,744	-105	-73.71	-14.44
DISTRICT OF COLUMBIA	447	62	76	-371	14	-83.00	22.58
FLORIDA	7,009	24,556	24,629	17,620	73	251.39	0.30
GEORGIA	8,271	18,343	19,373	11,102	1,030	134.23	5.62
HAWAII	136	868	1,046	910	178	669.12	20.51
IDAHO	505	375	374	-131	-1	-25.94	-0.27
ILLINOIS	24,803	11,076	11,297	-13,506	221	-54.45	2.00
INDIANA	1,073	5,062	5,722	4,649	660	433.27	13.04
IOWA	1,520	6,998	7,052	5,532	54	363.95	0.77
KANSAS	1,626	3,617	3,995	2,369	378	145.69	10.45
KENTUCKY	1,448	2,909	3,142	1,694	233	116.99	8.01
LOUISIANA	3,257	3,888	4,441	1,184	553	36.35	14.22
MAINE	2,501	3,541	3,487	986	-54	39.42	-1.52
MARYLAND	2,906	4,387	4,634	1,728	247	59.46	5.63
MASSACHUSETTS	19,676	17,821	17,855	-1,821	34	-9.25	0.19
MICHIGAN	11,947	16,218	15,595	3,648	-623	30.53	-3.84
MINNESOTA	4,237	12,170	12,892	8,655	722	204.27	5.93
MISSISSIPPI	38	232	207	169	-25	444.74	-10.78
MISSOURI	4,723	8,494	8,624	3,901	130	82.60	1.53
MONTANA	280	765	808	528	43	188.57	5.62
NEBRASKA	892	2,343	2,679	1,787	336	200.34	14.34
NEVADA	280	955	1,021	741	66	264.64	6.91
NEW HAMPSHIRE	465	1,702	1,746	1,281	44	275.48	2.59
NEW JERSEY	10,421	13,614	13,623	3,202	9	30.73	0.07
NEW MEXICO	1,225	3,238	3,247	2,022	9	165.06	0.28
NEW YORK	40,906	40,798	41,354	448	556	1.10	1.36
NORTH CAROLINA	1,420	9,238	9,370	7,950	132	559.86	1.43
NORTH DAKOTA	164	437	437	273	0	166.46	0.00
OHIO	1,574	8,745	9,419	7,845	674	498.41	7.71
OKLAHOMA	402	1,597	1,780	1,378	183	342.79	11.46
OREGON	2,096	2,301	2,319	223	18	10.64	0.78
PENNSYLVANIA	7,168	15,196	15,249	8,081	53	112.74	0.35
PUERTO RICO	306	834	886	580	52	189.54	6.24
RHODE ISLAND	887	1,333	1,396	509	63	57.38	4.73
SOUTH CAROLINA	3,961	5,443	5,180	1,219	-263	30.78	-4.83
SOUTH DAKOTA	110	370	455	345	85	313.64	22.97
TENNESSEE	1,936	2,309	2,383	447	74	23.09	3.20
TEXAS	8,127	26,472	27,666	19,539	1,194	240.42	4.51
UTAH	10,030	8,140	7,471	-2,559	-669	-25.51	-8.22
VERMONT	38	725	745	707	20	1,860.53	2.76
VIRGINIA	3,205	8,398	9,043	5,838	645	182.15	7.68
WASHINGTON	5,721	4,520	4,864	-857	344	-14.98	7.61
WEST VIRGINIA	585	2,073	2,091	1,506	18	257.44	0.87
WISCONSIN	4,299	10,890	11,458	7,159	568	166.53	5.22
WYOMING	389	582	619	230	37	59.13	6.36
AMERICAN SAMOA	0	0	1	1	1	100.00	100.00
GUAM	23	0	12	-11	12	-47.83	100.00
NORTHERN MARIANAS	.	3	5	.	2	.	66.67
PALAU	70	0	0	-70	0	-100.00	.
VIRGIN ISLANDS	45	19	26	-19	7	-42.22	36.84
BUR. OF INDIAN AFFAIRS	.	332	351	.	19	.	5.72
U.S. AND INSULAR AREAS	245,481	354,616	363,877	118,396	9,261	48.23	2.61
50 STATES, D.C. & P.R.	245,343	354,262	363,482	118,139	9,220	48.15	2.60

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

HEARING IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1990-91	NUMBER SERVED 1991-92	CHANGE IN NUMBER SERVED 1976-77 - 1991-92	CHANGE IN NUMBER SERVED 1990-91 - 1991-92	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1991-92	PERCENTAGE CHANGE IN NUMBER SERVED 1990-91 - 1991-92
ALABAMA	334	753	747	413	-6	123.65	-0.80
ALASKA	266	99	107	-159	8	-59.77	8.08
ARIZONA	371	632	652	281	20	75.74	3.16
ARKANSAS	160	286	308	148	22	92.50	7.69
CALIFORNIA	5,524	6,194	6,472	948	278	17.16	4.49
COLORADO	881	647	642	-239	-5	-27.13	-0.77
CONNECTICUT	1,154	596	603	-551	7	-47.75	1.17
DELAWARE	28	68	71	43	3	153.57	4.41
DISTRICT OF COLUMBIA	203	9	25	-178	16	-87.68	177.78
FLORIDA	1,366	1,092	1,003	-363	-89	-26.57	-8.15
GEORGIA	1,396	811	786	-610	-25	-43.70	-3.08
HAWAII	160	223	230	70	7	43.75	3.14
IDAHO	238	227	208	-30	-19	-12.61	-8.37
ILLINOIS	1,508	1,109	1,130	-378	21	-25.07	1.89
INDIANA	880	746	759	-121	13	-13.75	1.74
IOWA	506	664	629	123	-35	24.31	-5.27
KANSAS	1,497	228	376	-1,121	148	-74.88	64.91
KENTUCKY	721	490	485	-236	-5	-32.73	-1.02
LOUISIANA	710	904	987	277	83	39.01	9.18
MAINE	391	233	233	-158	0	-40.41	0.00
MARYLAND	1,031	844	844	-187	0	-18.14	0.00
MASSACHUSETTS	5,188	1,587	1,598	-3,590	11	-69.20	0.69
MICHIGAN	2,498	2,284	2,330	-168	46	-6.73	2.01
MINNESOTA	1,168	1,219	1,231	63	12	5.39	0.98
MISSISSIPPI	347	338	351	4	13	1.15	3.85
MISSOURI	1,040	781	815	-225	34	-21.63	4.35
MONTANA	232	156	190	-42	34	-18.10	21.79
NEBRASKA	268	444	510	242	66	90.30	14.86
NEVADA	135	159	178	43	19	31.85	11.95
NEW HAMPSHIRE	261	50	64	-197	14	-75.48	28.00
NEW JERSEY	2,104	1,042	1,058	-1,046	16	-49.71	1.54
NEW MEXICO	179	303	331	152	28	84.92	9.24
NEW YORK	4,114	2,381	2,638	-1,476	257	-35.88	10.79
NORTH CAROLINA	926	1,370	1,394	468	24	50.54	1.75
NORTH DAKOTA	76	110	96	20	-14	26.32	-12.73
OHIO	2,241	2,052	2,282	41	230	1.83	11.21
OKLAHOMA	449	499	538	89	39	19.82	7.82
OREGON	517	94	88	-429	-6	-82.98	-6.38
PENNSYLVANIA	3,842	2,388	2,377	-1,465	-11	-38.13	-0.46
PUERTO RICO	590	905	908	318	3	53.90	0.33
RHODE ISLAND	176	144	156	-20	12	-11.36	8.33
SOUTH CAROLINA	1,100	851	817	-283	-34	-25.73	-4.00
SOUTH DAKOTA	74	198	213	139	15	187.84	7.58
TENNESSEE	1,575	985	1,010	-565	25	-35.87	2.54
TEXAS	2,000	1,257	1,138	-862	-119	-43.10	-9.47
UTAH	385	244	351	-34	107	-8.83	43.85
VERMONT	27	109	97	70	-12	259.26	-11.01
VIRGINIA	1,130	1,015	1,046	-84	31	-7.43	3.05
WASHINGTON	1,852	1,645	1,789	-63	144	-3.40	8.75
WEST VIRGINIA	342	281	279	-63	-2	-18.42	-0.71
WISCONSIN	826	245	253	-573	8	-69.37	3.27
WYOMING	129	130	141	12	11	9.30	8.46
AMERICAN SAMOA	23	14	14	-9	0	-39.13	0.00
GUAM	1,087	0	4	-1,083	4	-99.63	100.00
NORTHERN MARIANAS	.	19	13	.	-6	.	-31.58
PALAU	53	10	23	-30	13	-56.60	130.00
VIRGIN ISLANDS	63	22	20	-43	-2	-68.25	-9.09
BUR. OF INDIAN AFFAIRS	.	91	52	.	-39	.	-42.86
U.S. AND INSULAR AREAS	56,342	42,277	43,690	-12,652	1,413	-22.46	3.34
50 STATES, D.C. & P.R.	55,116	42,121	43,564	-11,552	1,443	-20.96	3.43

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

MULTIPLE DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	.	955	1,012	.	57	.	5.97
ALASKA	.	315	352	.	37	.	11.75
ARIZONA	.	1,329	909	.	-420	.	-31.60
ARKANSAS	.	303	353	.	50	.	16.50
CALIFORNIA	.	5,549	5,567	.	18	.	0.32
COLORADO	.	2,468	2,754	.	286	.	11.59
CONNECTICUT	.	899	948	.	49	.	5.45
DELAWARE	.	1	15	.	14	.	1,400.00
DISTRICT OF COLUMBIA	.	14	0	.	-14	.	-100.00
FLORIDA	.	0	0	.	0	.	.
GEORGIA	.	0	0	.	0	.	.
HAWAII	.	121	144	.	23	.	19.01
IDAHO	.	122	211	.	89	.	72.95
ILLINOIS	.	.	0	.	.	.	.
INDIANA	.	343	327	.	-16	.	-4.66
IOWA	.	570	559	.	-11	.	-1.93
KANSAS	.	5,462	1,198	.	-4,264	.	-78.07
KENTUCKY	.	800	846	.	46	.	5.75
LOUISIANA	.	524	574	.	50	.	9.54
MAINE	.	824	891	.	67	.	8.13
MARYLAND	.	3,059	3,455	.	396	.	12.95
MASSACHUSETTS	.	2,669	2,671	.	2	.	0.07
MICHIGAN	.	115	84	.	-31	.	-26.96
MINNESOTA	.	0	0	.	0	.	.
MISSISSIPPI	.	253	269	.	16	.	6.32
MISSOURI	.	542	519	.	-23	.	-4.24
MONTANA	.	372	366	.	-6	.	-1.61
NEBRASKA	.	419	443	.	24	.	5.73
NEVADA	.	260	245	.	-15	.	-5.77
NEW HAMPSHIRE	.	85	104	.	19	.	22.35
NEW JERSEY	.	6,761	7,279	.	518	.	7.66
NEW MEXICO	.	664	692	.	28	.	4.22
NEW YORK	.	8,415	9,131	.	716	.	8.51
NORTH CAROLINA	.	933	970	.	37	.	3.97
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	5,146	6,361	.	1,215	.	23.61
OKLAHOMA	.	1,072	1,176	.	104	.	9.70
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	78	287	.	209	.	267.95
PUERTO RICO	.	1,258	1,123	.	-135	.	-10.73
RHODE ISLAND	.	74	104	.	30	.	40.54
SOUTH CAROLINA	.	162	256	.	94	.	58.02
SOUTH DAKOTA	.	351	348	.	-3	.	-0.85
TENNESSEE	.	1,426	1,465	.	39	.	2.73
TEXAS	.	2,736	2,541	.	-195	.	-7.13
UTAH	.	1,057	1,087	.	30	.	2.84
VERMONT	.	40	36	.	-4	.	-10.00
VIRGINIA	.	1,367	1,813	.	446	.	32.63
WASHINGTON	.	1,812	2,127	.	315	.	17.38
WEST VIRGINIA	.	0	0	.	0	.	.
WISCONSIN	.	17,715	18,784	.	1,069	.	6.03
WYOMING	.	0	0	.	0	.	.
AMERICAN SAMOA	.	2	1	.	-1	.	-50.00
GUAM	.	0	17	.	17	.	100.00
NORTHERN MARIANAS	.	3	25	.	22	.	733.33
PALAU	.	3	3	.	0	.	0.00
VIRGIN ISLANDS	.	22	19	.	-3	.	-13.64
BUR. OF INDIAN AFFAIRS	.	216	194	.	-22	.	-10.19
U.S. AND INSULAR AREAS	.	79,686	80,655	.	969	.	1.22
50 STATES, D.C. & P.R.	.	79,440	80,396	.	956	.	1.20

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TABLE AA20

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ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	591	449	462	-129	13	-21.83	2.90
ALASKA	34	62	70	36	8	105.88	12.90
ARIZONA	300	539	643	343	104	114.33	19.29
ARKANSAS	165	97	92	-73	-5	-44.24	-5.15
CALIFORNIA	25,136	7,152	7,661	-17,475	509	-69.52	7.12
COLORADO	1,478	667	714	-764	47	-51.69	7.05
CONNECTICUT	924	256	230	-694	-26	-75.11	-10.16
DELAWARE	9	30	53	44	23	488.89	76.67
DISTRICT OF COLUMBIA	10	4	13	3	9	30.00	225.00
FLORIDA	1,809	2,619	2,894	1,085	275	59.98	10.50
GEORGIA	599	647	646	47	-1	7.85	-0.15
HAWAII	16	122	131	115	9	718.75	7.38
IDAHO	555	182	179	-376	-3	-67.75	-1.65
ILLINOIS	955	1,244	1,269	314	25	32.88	2.01
INDIANA	545	473	547	2	74	0.37	15.64
IOWA	338	955	857	519	-98	153.55	-10.26
KANSAS	255	310	304	49	-6	19.22	-1.94
KENTUCKY	385	348	389	4	41	1.04	11.78
LOUISIANA	349	903	965	616	62	176.50	6.87
MAINE	250	164	163	-87	-1	-34.80	-0.61
MARYLAND	755	548	550	-205	2	-27.15	0.36
MASSACHUSETTS	4,339	1,066	1,074	-3,265	8	-75.25	0.75
MICHIGAN	3,050	3,842	4,140	1,090	298	35.74	7.76
MINNESOTA	818	1,175	1,225	407	50	49.76	4.26
MISSISSIPPI	51	849	928	877	79	1,719.61	9.31
MISSOURI	1,005	732	719	-286	-13	-28.46	-1.78
MONTANA	56	74	81	25	7	44.64	9.46
NEBRASKA	231	346	439	208	93	90.04	26.88
NEVADA	163	275	306	143	31	87.73	11.27
NEW HAMPSHIRE	152	121	135	-17	14	-11.18	11.57
NEW JERSEY	1,644	508	514	-1,130	6	-68.73	1.18
NEW MEXICO	342	554	614	272	60	79.53	10.83
NEW YORK	4,235	1,282	1,489	-2,746	207	-64.84	16.15
NORTH CAROLINA	647	922	951	304	29	46.99	3.15
NORTH DAKOTA	65	65	58	-7	-7	-10.77	-10.77
OHIO	2,605	3,804	3,969	1,364	165	52.36	4.34
OKLAHOMA	431	273	277	-154	4	-35.73	1.47
OREGON	548	420	385	-163	-35	-29.74	-8.33
PENNSYLVANIA	2,537	671	642	-1,895	-29	-74.69	-4.32
PUERTO RICO	86	488	473	387	-15	450.00	-3.07
RHODE ISLAND	160	129	139	-21	10	-13.12	7.75
SOUTH CAROLINA	752	763	732	-20	-31	-2.66	-4.06
SOUTH DAKOTA	93	120	117	24	-3	25.81	-2.50
TENNESSEE	1,111	972	1,070	-41	98	-3.69	10.08
TEXAS	6,257	3,784	3,880	-2,377	96	-37.99	2.54
UTAH	245	189	187	-58	-2	-23.67	-1.06
VERMONT	15	65	54	39	-11	260.00	-16.92
VIRGINIA	787	701	758	-29	57	-3.68	8.13
WASHINGTON	1,288	952	1,021	-267	69	-20.73	7.25
WEST VIRGINIA	333	264	284	-49	20	-14.71	7.58
WISCONSIN	987	443	506	-481	63	-48.73	14.22
WYOMING	75	158	164	89	6	118.67	3.80
AMERICAN SAMOA	0	0	1	1	1	100.00	100.00
GUAM	2	24	19	17	-5	850.00	-20.83
NORTHERN MARIANAS	.	8	5	.	-3	.	-37.50
PALAU	4	2	7	3	5	75.00	250.00
VIRGIN ISLANDS	21	5	5	-16	0	-76.19	0.00
BUR. OF INDIAN AFFAIRS	.	30	22	.	-8	.	-26.67
U.S. AND INSULAR AREAS	70,593	43,847	46,222	-24,371	2,375	-34.52	5.42
50 STATES, D.C. & P.R.	70,566	43,778	46,163	-24,403	2,385	-34.58	5.45

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	392	795	947	555	152	141.58	19.12
ALASKA	68	130	137	69	7	101.47	5.38
ARIZONA	427	63	106	-321	43	-75.18	68.25
ARKANSAS	207	320	311	104	-9	50.24	-2.81
CALIFORNIA	27,198	11,348	11,428	-15,770	80	-57.98	0.70
COLORADO	0	0	0	0	0	.	.
CONNECTICUT	2,149	372	436	-1,713	64	-79.71	17.20
DELAWARE	15	20	8	-7	-12	-46.67	-60.00
DISTRICT OF COLUMBIA	45	0	3	-42	3	-93.33	100.00
FLORIDA	1,187	2,122	2,832	1,645	710	138.58	33.46
GEORGIA	1,271	539	687	-584	148	-45.95	27.46
HAWAII	16	201	236	220	35	1,375.00	17.41
IDAHO	103	288	319	216	31	209.71	10.76
ILLINOIS	2,681	904	923	-1,758	19	-65.57	2.10
INDIANA	697	121	0	-697	-121	-100.00	-100.00
IOWA	1	0	0	-1	0	-100.00	.
KANSAS	310	275	551	241	276	77.74	100.36
KENTUCKY	1,521	268	301	-1,220	33	-80.21	12.31
LOUISIANA	1,523	1,729	1,972	449	243	29.48	14.05
MAINE	644	265	286	-358	21	-55.59	7.92
MARYLAND	93	1,029	1,125	1,032	96	1,109.68	9.33
MASSACHUSETTS	2,288	1,537	1,542	-746	5	-32.60	0.33
MICHIGAN	1,338	199	0	-1,338	-199	-100.00	-100.00
MINNESOTA	1,348	776	796	-552	20	-40.95	2.58
MISSISSIPPI	149	0	0	-149	0	-100.00	.
MISSOURI	1,284	366	345	-939	-21	-73.13	-5.74
MONTANA	85	195	216	131	21	154.12	10.77
NEBRASKA	43	530	624	581	94	1,351.16	17.74
NEVADA	176	161	126	-50	-35	-28.41	-21.74
NEW HAMPSHIRE	807	397	476	-331	79	-41.02	19.90
NEW JERSEY	1,896	466	580	-1,316	114	-69.41	24.46
NEW MEXICO	22	157	185	163	28	740.91	17.83
NEW YORK	23,321	3,480	4,223	-19,098	743	-81.89	21.35
NORTH CAROLINA	401	2,397	1,946	1,545	-451	385.29	-18.82
NORTH DAKOTA	45	65	68	23	3	51.11	4.62
OHIO	724	0	0	-724	0	-100.00	.
OKLAHOMA	193	203	252	59	49	30.57	24.14
OREGON	2,090	702	721	-1,369	19	-65.50	2.71
PENNSYLVANIA	5,914	1	36	-5,878	35	-99.39	3,500.00
PUERTO RICO	50	811	624	574	-187	1,148.00	-23.06
RHODE ISLAND	1,429	222	234	-1,195	12	-83.62	5.41
SOUTH CAROLINA	530	144	110	-420	-34	-79.25	-23.61
SOUTH DAKOTA	310	74	67	-243	-7	-78.39	-9.46
TENNESSEE	2,106	1,847	1,865	-241	18	-11.44	0.97
TEXAS	26,246	10,215	10,971	-15,275	756	-58.20	7.40
UTAH	206	421	449	243	28	117.96	6.65
VERMONT	31	127	133	102	6	329.03	4.72
VIRGINIA	764	819	566	-198	-253	-25.92	-30.89
WASHINGTON	554	4,887	6,006	5,452	1,119	984.12	22.90
WEST VIRGINIA	400	82	14	-386	-68	-96.50	-82.93
WISCONSIN	462	286	280	-182	-6	-39.39	-2.10
WYOMING	107	237	272	165	35	154.21	14.77
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	20	19	19	-1	0	-5.00	0.00
NORTHERN MARIANAS	.	1	7	.	6	.	600.00
PALAU	26	2	4	-22	2	-84.62	100.00
VIRGIN ISLANDS	0	7	1	1	-6	100.00	-85.71
BUR. OF INDIAN AFFAIRS	.	30	35	.	5	.	16.67
U.S. AND INSULAR AREAS	115,916	52,652	56,401	-59,515	3,749	-51.34	7.12
50 STATES, D.C. & P.R.	115,867	52,593	56,335	-59,532	3,742	-51.38	7.12

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

VISUAL IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	168	328	317	149	-11	88.69	-3.35
ALASKA	53	26	30	-23	4	-43.40	15.38
ARIZONA	187	269	251	64	-18	34.22	-6.69
ARKANSAS	94	72	60	-34	-12	-36.17	-16.67
CALIFORNIA	2,742	2,679	2,825	83	146	3.03	5.45
COLORADO	339	209	220	-119	11	-35.10	5.26
CONNECTICUT	520	18	34	-486	16	-93.46	88.89
DELAWARE	7	10	24	17	14	242.86	140.00
DISTRICT OF COLUMBIA	17	22	24	7	2	41.18	9.09
FLORIDA	574	720	745	171	25	29.79	3.47
GEORGIA	589	335	319	-270	-16	-45.84	-4.78
HAWAII	24	53	51	27	-2	112.50	-3.77
IDAHO	124	69	67	-57	-2	-45.97	-2.90
ILLINOIS	820	647	659	-161	12	-19.63	1.85
INDIANA	373	324	331	-42	7	-11.26	2.16
IOWA	106	141	147	41	6	38.68	4.26
KANSAS	217	135	151	-66	16	-30.41	11.85
KENTUCKY	309	327	332	23	5	7.44	1.53
LOUISIANA	272	339	376	104	37	38.24	10.91
MAINE	165	91	96	-69	5	-41.82	5.49
MARYLAND	475	331	320	-155	-11	-32.63	-3.32
MASSACHUSETTS	2,005	774	782	-1,223	8	-61.00	1.03
MICHIGAN	1,027	705	725	-302	20	-29.41	2.84
MINNESOTA	474	294	296	-178	2	-37.55	0.68
MISSISSIPPI	39	129	144	105	15	269.23	11.63
MISSOURI	444	285	283	-161	-2	-36.26	-0.70
MONTANA	108	67	66	-42	-1	-38.89	-1.49
NEBRASKA	99	170	185	86	15	86.87	8.82
NEVADA	66	81	88	22	7	33.33	8.64
NEW HAMPSHIRE	101	6	17	-84	11	-83.17	183.33
NEW JERSEY	561	108	102	-459	-6	-81.82	-5.56
NEW MEXICO	79	150	163	84	13	106.33	8.67
NEW YORK	3,618	1,013	1,099	-2,519	86	-69.62	8.49
NORTH CAROLINA	522	573	541	19	-32	3.64	-5.58
NORTH DAKOTA	36	42	45	9	3	25.00	7.14
OHIO	941	786	906	-35	120	-3.72	15.27
OKLAHOMA	114	199	226	112	27	98.25	13.57
OREGON	264	12	14	-250	2	-94.70	16.67
PENNSYLVANIA	2,661	1,046	1,022	-1,639	-24	-61.59	-2.29
PUERTO RICO	70	563	543	473	-20	675.71	-3.55
RHODE ISLAND	72	75	77	5	2	6.94	2.67
SOUTH CAROLINA	713	338	321	-392	-17	-54.98	-5.03
SOUTH DAKOTA	13	45	54	41	9	315.38	20.00
TENNESSEE	751	760	760	9	0	1.20	0.00
TEXAS	1,054	1,531	1,545	491	14	46.58	0.91
UTAH	140	125	139	-1	14	-0.71	11.20
VERMONT	26	28	24	-2	-4	-7.69	-14.29
VIRGINIA	495	148	94	-401	-54	-81.01	-36.49
WASHINGTON	776	253	272	-504	19	-64.95	7.51
WEST VIRGINIA	235	145	137	-98	-8	-41.70	-5.52
WISCONSIN	373	177	173	-200	-4	-53.62	-2.26
WYOMING	163	51	47	-116	-4	-71.17	-7.84
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	8	0	3	-5	3	-62.50	100.00
NORTHERN MARIANAS	.	1	0	.	-1	.	-100.00
PALAU	39	3	4	-35	1	-89.74	33.33
VIRGIN ISLANDS	11	9	4	-7	-5	-63.64	-55.56
BUR. OF INDIAN AFFAIRS	.	21	16	.	-5	.	-23.81
U.S. AND INSULAR AREAS	26,276	17,858	18,296	-7,980	438	-30.37	2.45
50 STATES, D.C. & P.R.	26,215	17,824	18,269	-7,946	445	-30.31	2.50

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
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NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

DEAF-BLINDNESS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	.	5	8	.	3	.	60.00
ALASKA	.	2	4	.	2	.	100.00
ARIZONA	.	0	0	.	0	.	.
ARKANSAS	.	0	0	.	0	.	.
CALIFORNIA	.	109	113	.	4	.	3.67
COLORADO	.	15	16	.	1	.	6.67
CONNECTICUT	.	7	3	.	-4	.	-57.14
DELAWARE	.	0	2	.	2	.	100.00
DISTRICT OF COLUMBIA	.	0	0	.	0	.	.
FLORIDA	.	71	20	.	-51	.	-71.83
GEORGIA	.	4	2	.	-2	.	-50.00
HAWAII	.	0	0	.	0	.	.
IDAHO	.	3	8	.	5	.	166.67
ILLINOIS	.	5	5	.	0	.	0.00
INDIANA	.	29	28	.	-1	.	-3.45
IOWA	.	19	27	.	8	.	42.11
KANSAS	.	3	6	.	3	.	100.00
KENTUCKY	.	7	9	.	2	.	28.57
LOUISIANA	.	2	2	.	0	.	0.00
MAINE	.	3	3	.	0	.	0.00
MARYLAND	.	13	11	.	-2	.	-15.38
MASSACHUSETTS	.	61	63	.	2	.	3.28
MICHIGAN	.	0	0	.	0	.	.
MINNESOTA	.	9	15	.	6	.	66.67
MISSISSIPPI	.	6	7	.	1	.	16.67
MISSOURI	.	69	62	.	-7	.	-10.14
MONTANA	.	6	2	.	-4	.	-66.67
NEBRASKA	.	2	3	.	1	.	50.00
NEVADA	.	1	2	.	1	.	100.00
NEW HAMPSHIRE	.	0	0	.	0	.	.
NEW JERSEY	.	0	4	.	4	.	100.00
NEW MEXICO	.	4	2	.	-2	.	-50.00
NEW YORK	.	67	52	.	-15	.	-22.39
NORTH CAROLINA	.	19	5	.	-14	.	-73.68
NORTH DAKOTA	.	0	4	.	4	.	100.00
OHIO	.	3	31	.	28	.	933.33
OKLAHOMA	.	33	32	.	-1	.	-3.03
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	4	3	.	-1	.	-25.00
PUERTO RICO	.	58	86	.	28	.	48.28
RHODE ISLAND	.	5	4	.	-1	.	-20.00
SOUTH CAROLINA	.	4	5	.	1	.	25.00
SOUTH DAKOTA	.	10	7	.	-3	.	-30.00
TENNESSEE	.	13	12	.	-1	.	-7.69
TEXAS	.	25	26	.	1	.	4.00
UTAH	.	43	43	.	0	.	0.00
VERMONT	.	3	1	.	-2	.	-66.67
VIRGINIA	.	5	2	.	-3	.	-60.00
WASHINGTON	.	11	19	.	8	.	72.73
WEST VIRGINIA	.	4	1	.	-3	.	-75.00
WISCONSIN	.	3	5	.	2	.	66.67
WYOMING	.	4	2	.	-2	.	-50.00
AMERICAN SAMOA	.	0	0	.	0	.	.
GUAM	.	0	1	.	1	.	100.00
NORTHERN MARIANAS	.	0	0	.	0	.	.
PALAU	.	21	0	.	-21	.	-100.00
VIRGIN ISLANDS	.	0	5	.	5	.	100.00
BUR. OF INDIAN AFFAIRS	.	1	0	.	-1	.	-100.00
U.S. AND INSULAR AREAS	.	791	773	.	-18	.	-2.28
50 STATES, D.C. & P.R.	.	769	767	.	-2	.	-0.26

DATA AS OF OCTOBER 1, 1992

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

AUTISM

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	0	0	3	3	3	100.00	100.00
ALASKA	0	0	2	2	2	100.00	100.00
ARIZONA	0	0	163	163	163	100.00	100.00
ARKANSAS	0	0	23	23	23	100.00	100.00
CALIFORNIA	0	0	0	0	0	.	.
COLORADO	0	0	0	0	0	.	.
CONNECTICUT	0	0	123	123	123	100.00	100.00
DELAWARE	0	0	4	4	4	100.00	100.00
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	0	0	0	0	0	.	.
GEORGIA	0	0	0	0	0	.	.
HAWAII	0	0	0	0	0	.	.
IDAHO	0	0	23	23	23	100.00	100.00
ILLINOIS	0	0	39	39	39	100.00	100.00
INDIANA	0	0	171	171	171	100.00	100.00
IOWA	0	0	0	0	0	.	.
KANSAS	0	0	0	0	0	.	.
KENTUCKY	0	0	0	0	0	.	.
LOUISIANA	0	0	0	0	0	.	.
MAINE	0	0	25	25	25	100.00	100.00
MARYLAND	0	0	0	0	0	.	.
MASSACHUSETTS	0	0	0	0	0	.	.
MICHIGAN	0	0	219	219	219	100.00	100.00
MINNESOTA	0	0	231	231	231	100.00	100.00
MISSISSIPPI	0	0	0	0	0	.	.
MISSOURI	0	0	271	271	271	100.00	100.00
MONTANA	0	0	0	0	0	.	.
NEBRASKA	0	0	0	0	0	.	.
NEVADA	0	0	0	0	0	.	.
NEW HAMPSHIRE	0	0	0	0	0	.	.
NEW JERSEY	0	0	196	196	196	100.00	100.00
NEW MEXICO	0	0	22	22	22	100.00	100.00
NEW YORK	0	0	0	0	0	.	.
NORTH CAROLINA	0	0	717	717	717	100.00	100.00
NORTH DAKOTA	0	0	0	0	0	.	.
OHIO	0	0	0	0	0	.	.
OKLAHOMA	0	0	0	0	0	.	.
OREGON	0	0	26	26	26	100.00	100.00
PENNSYLVANIA	0	0	0	0	0	.	.
PUERTO RICO	0	0	316	316	316	100.00	100.00
RHODE ISLAND	0	0	7	7	7	100.00	100.00
SOUTH CAROLINA	0	0	115	115	115	100.00	100.00
SOUTH DAKOTA	0	0	26	26	26	100.00	100.00
TENNESSEE	0	0	285	285	285	100.00	100.00
TEXAS	0	0	0	0	0	.	.
UTAH	0	0	0	0	0	.	.
VERMONT	0	0	0	0	0	.	.
VIRGINIA	0	0	472	472	472	100.00	100.00
WASHINGTON	0	0	0	0	0	.	.
WEST VIRGINIA	0	0	75	75	75	100.00	100.00
WISCONSIN	0	0	0	0	0	.	.
WYOMING	0	0	0	0	0	.	.
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	0	0	0	0	0	.	.
NORTHERN MARIANAS	0	0	1	1	1	100.00	100.00
PALAU	0	0	0	0	0	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.
U.S. AND INSULAR AREAS	0	0	3,555	3,555	3,555	100.00	100.00
50 STATES, D.C. & P.R.	0	0	3,554	3,554	3,554	100.00	100.00

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

TRAUMATIC BRAIN INJURY

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1990-91	1991-92	1976-77 - 1991-92	1990-91 - 1991-92	1976-77 - 1991-92	1990-91 - 1991-92
ALABAMA	0	0	7	7	7	100.00	100.00
ALASKA	0	0	2	2	2	100.00	100.00
ARIZONA	0	0	8	8	8	100.00	100.00
ARKANSAS	0	0	12	12	12	100.00	100.00
CALIFORNIA	0	0	0	0	0	.	.
COLORADC	0	0	0	0	0	.	.
CONNECTICUT	0	0	13	13	13	100.00	100.00
DELAWARE	0	0	1	1	1	100.00	100.00
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	0	0	0	0	0	.	.
GEORGIA	0	0	0	0	0	.	.
HAWAII	0	0	0	0	0	.	.
IDAHO	0	0	14	14	14	100.00	100.00
ILLINOIS	0	0	61	61	61	100.00	100.00
INDIANA	0	0	0	0	0	.	.
IOWA	0	0	0	0	0	.	.
KANSAS	0	0	0	0	0	.	.
KENTUCKY	0	0	0	0	0	.	.
LOUISIANA	0	0	0	0	0	.	.
MAINE	0	0	22	22	22	100.00	100.00
MARYLAND	0	0	0	0	0	.	.
MASSACHUSETTS	0	0	0	0	0	.	.
MICHIGAN	0	0	0	0	0	.	.
MINNESOTA	0	0	0	0	0	.	.
MISSISSIPPI	0	0	0	0	0	.	.
MISSOURI	0	0	35	35	35	100.00	100.00
MONTANA	0	0	0	0	0	.	.
NEBRASKA	0	0	0	0	0	.	.
NEVADA	0	0	0	0	0	.	.
NEW HAMPSHIRE	0	0	0	0	0	.	.
NEW JERSEY	0	0	0	0	0	.	.
NEW MEXICO	0	0	3	3	3	100.00	100.00
NEW YORK	0	0	0	0	0	.	.
NORTH CAROLINA	0	0	0	0	0	.	.
NORTH DAKOTA	0	0	0	0	0	.	.
OHIO	0	0	0	0	0	.	.
OKLAHOMA	0	0	0	0	0	.	.
OREGON	0	0	0	0	0	.	.
PENNSYLVANIA	0	0	0	0	0	.	.
PUERTO RICO	0	0	6	6	6	100.00	100.00
RHODE ISLAND	0	0	3	3	3	100.00	100.00
SOUTH CAROLINA	0	0	7	7	7	100.00	100.00
SOUTH DAKOTA	0	0	12	12	12	100.00	100.00
TENNESSEE	0	0	65	65	65	100.00	100.00
TEXAS	0	0	0	0	0	.	.
UTAH	0	0	0	0	0	.	.
VERMONT	0	0	0	0	0	.	.
VIRGINIA	0	0	5	5	5	100.00	100.00
WASHINGTON	0	0	0	0	0	.	.
WEST VIRGINIA	0	0	9	9	9	100.00	100.00
WISCONSIN	0	0	0	0	0	.	.
WYOMING	0	0	0	0	0	.	.
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	0	0	0	0	0	.	.
NORTHERN MARIANAS	0	0	0	0	0	.	.
PALAU	0	0	0	0	0	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.
U.S. AND INSULAR AREAS	0	0	285	285	285	100.00	100.00
50 STATES, D.C. & P.R.	0	0	285	285	285	100.00	100.00

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
16OCT92

TABLE AA21

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	8.20	0.17	8.37
ALASKA	7.06	1.99	9.05
ARIZONA	5.69	0.17	5.86
ARKANSAS	6.81	0.51	7.33
CALIFORNIA	5.88	0.05	5.93
COLORADO	6.00	0.53	6.53
CONNECTICUT	7.70	0.54	8.24
DELAWARE	6.50	1.61	8.11
DISTRICT OF COLUMBIA	2.07	3.23	5.30
FLORIDA	7.79	0.32	8.11
GEORGIA	5.59	0.13	5.72
HAWAII	4.42	0.32	4.74
IDAHO	6.50	0.33	6.83
ILLINOIS	6.43	1.40	7.83
INDIANA	7.02	0.51	7.53
IOWA	7.71	0.19	7.91
KANSAS	6.27	0.40	6.67
KENTUCKY	7.58	0.26	7.84
LOUISIANA	5.72	0.33	6.05
MAINE	8.08	0.30	8.38
MARYLAND	7.10	0.36	7.46
MASSACHUSETTS	9.24	1.35	10.59
MICHIGAN	5.96	0.59	6.55
MINNESOTA	6.50	0.21	6.71
MISSISSIPPI	7.44	0.10	7.54
MISSOURI	7.23	0.23	7.46
MONTANA	7.54	0.21	7.74
NEBRASKA	7.70	0.18	7.87
NEVADA	6.14	0.18	6.32
NEW HAMPSHIRE	6.58	0.60	7.18
NEW JERSEY	9.31	0.33	9.64
NEW MEXICO	8.03	0.06	8.09
NEW YORK	6.66	0.39	7.06
NORTH CAROLINA	6.99	0.13	7.13
NORTH DAKOTA	6.36	0.42	6.78
OHIO	6.74	0.27	7.01
OKLAHOMA	7.45	0.15	7.60
OREGON	6.02	1.23	7.25
PENNSYLVANIA	6.27	0.76	7.04
PUERTO RICO	.	.	.
RHODE ISLAND	8.10	0.40	8.50
SOUTH CAROLINA	7.73	0.13	7.86
SOUTH DAKOTA	6.99	0.32	7.31
TENNESSEE	8.11	0.26	8.37
TEXAS	6.82	0.28	7.10
UTAH	7.16	0.41	7.57
VERMONT	6.05	1.02	7.07
VIRGINIA	7.17	0.23	7.40
WASHINGTON	6.35	0.35	6.70
WEST VIRGINIA	8.74	0.33	9.07
WISCONSIN	6.33	0.29	6.61
WYOMING	2.93	0.13	3.06
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	6.86	0.39	7.25
50 STATES, D.C. & P.R.	6.85	0.39	7.24

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS, AGE 3-21, FOR JULY, 1991.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1D)
15OCT92

TABLE AA22

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED
UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY AGE GROUP

DURING THE 1991-92 SCHOOL YEAR

ALL DISABILITIES

STATE	BIRTH THROUGH 2	3-5	6-17	18-21	BIRTH THROUGH 21
	---AGE GROUP---				
ALABAMA	0.35	4.46	11.59	2.02	8.37
ALASKA	1.24	5.02	11.99	1.77	9.05
ARIZONA	0.33	2.93	8.20	1.20	5.86
ARKANSAS	0.57	5.06	9.72	1.56	7.33
CALIFORNIA	0.05	2.99	8.55	1.04	5.93
COLORADO	0.49	3.02	9.13	1.33	6.53
CONNECTICUT	0.45	4.24	11.68	1.87	8.24
DELAWARE	0.15	5.62	11.24	1.74	8.11
DISTRICT OF COLUMBIA	0.55	2.04	8.22	1.45	5.30
FLORIDA	0.36	3.10	11.81	1.40	8.11
GEORGIA	0.05	2.73	8.25	0.98	5.72
HAWAII	1.16	1.86	6.69	0.60	4.74
IDAHO	1.02	5.42	8.61	1.08	6.83
ILLINOIS	0.65	4.67	10.69	1.58	7.83
INDIANA	0.92	3.16	10.59	1.52	7.53
IOWA	0.83	4.60	10.61	1.73	7.91
KANSAS	0.56	3.75	9.07	1.26	6.67
KENTUCKY	0.51	8.03	10.04	1.40	7.84
LOUISIANA	0.71	3.52	7.98	1.58	6.05
MAINE	0.00	4.71	11.72	1.70	8.38
MARYLAND	1.20	3.63	10.37	1.41	7.46
MASSACHUSETTS	2.09	5.20	15.11	2.14	10.59
MICHIGAN	0.68	3.66	8.89	1.60	6.55
MINNESOTA	1.09	4.37	8.79	1.23	6.71
MISSISSIPPI	0.06	3.92	10.51	1.61	7.54
MISSOURI	0.58	2.29	10.62	1.60	7.46
MONTANA	0.80	4.86	10.01	1.71	7.74
NEBRASKA	0.81	3.80	10.65	1.75	7.87
NEVADA	0.87	3.13	8.70	1.02	6.32
NEW HAMPSHIRE	1.21	3.08	9.99	1.71	7.18
NEW JERSEY	0.69	4.69	13.52	2.04	9.64
NEW MEXICO	0.06	3.34	11.28	1.62	8.09
NEW YORK	0.28	3.86	9.82	1.90	7.06
NORTH CAROLINA	0.26	4.04	10.41	1.07	7.13
NORTH DAKOTA	0.79	4.01	9.05	1.54	6.78
OHIO	0.00	2.88	9.94	1.72	7.01
OKLAHOMA	0.48	3.86	10.54	1.40	7.60
OREGON	0.65	2.50	10.13	1.46	7.25
PENNSYLVANIA	1.08	3.50	9.76	1.55	7.04
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.07	4.50	12.38	1.68	8.50
SOUTH CAROLINA	0.37	5.50	10.96	1.30	7.86
SOUTH DAKOTA	0.78	6.71	9.04	1.51	7.31
TENNESSEE	1.08	4.29	11.64	1.72	8.37
TEXAS	0.79	3.06	9.78	1.73	7.10
UTAH	1.22	3.65	10.03	1.17	7.57
VERMONT	0.48	4.04	9.98	1.32	7.07
VIRGINIA	0.90	4.05	10.49	1.37	7.40
WASHINGTON	0.88	4.59	8.77	1.36	6.70
WEST VIRGINIA	1.26	5.51	12.16	2.16	9.07
WISCONSIN	0.67	5.16	8.54	1.45	6.61
WYOMING	1.96	6.35	10.33	0.18	3.06
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.56	3.79	10.12	1.51	7.25
50 STATES, D.C. & P.R.	0.56	3.78	10.10	1.50	7.24

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1991.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1C)
15OCT92

TABLE AA23

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-21 SERVED
UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	8.99	3.56	1.95	2.52	0.55	0.10	0.11	0.05
ALASKA	9.67	6.11	2.15	0.32	0.46	0.10	0.32	0.06
ARIZONA	6.38	3.78	1.20	0.59	0.41	0.12	0.12	0.08
ARKANSAS	7.62	4.33	1.16	1.75	0.04	0.09	0.12	0.03
CALIFORNIA	6.55	4.00	1.46	0.37	0.20	0.11	0.08	0.11
COLORADO	7.14	3.83	1.08	0.36	1.10	0.10	0.51	0.11
CONNECTICUT	8.97	4.80	1.47	0.53	1.69	0.10	0.18	0.04
DELAWARE	8.56	5.25	1.08	0.91	0.81	0.13	0.04	0.19
DISTRICT OF COLUMBIA	5.77	3.32	0.44	0.89	0.74	0.04	0.11	0.06
FLORIDA	9.05	3.96	2.55	1.24	0.98	0.06	0.00	0.11
GEORGIA	6.28	2.00	1.38	1.46	1.26	0.07	0.00	0.04
HAWAII	5.05	2.91	0.82	0.51	0.43	0.11	0.08	0.07
IDAHO	6.91	4.15	1.27	0.92	0.14	0.11	0.10	0.06
ILLINOIS	8.30	4.06	2.04	0.91	0.97	0.11	0.00	0.11
INDIANA	8.14	3.39	2.62	1.41	0.45	0.08	0.06	0.06
IOWA	8.35	3.93	1.37	1.59	1.10	0.12	0.08	0.13
KANSAS	7.13	3.13	1.80	0.88	0.77	0.10	0.25	0.06
KENTUCKY	7.72	2.65	2.35	1.98	0.38	0.09	0.13	0.05
LOUISIANA	6.38	2.78	1.63	1.01	0.43	0.12	0.08	0.10
MAINE	9.07	4.21	2.11	0.64	1.41	0.10	0.38	0.06
MARYLAND	7.99	4.14	2.17	0.50	0.49	0.11	0.36	0.05
MASSACHUSETTS	11.21	4.10	2.40	2.42	1.59	0.14	0.25	0.10
MICHIGAN	6.97	3.36	1.50	0.82	0.81	0.11	0.09	0.19
MINNESOTA	6.97	3.09	1.27	0.95	1.26	0.14	0.00	0.12
MISSISSIPPI	8.15	4.22	2.57	1.03	0.03	0.07	0.05	0.14
MISSOURI	8.33	4.26	2.00	1.07	0.73	0.08	0.04	0.06
MONTANA	8.15	4.71	1.90	0.58	0.42	0.13	0.19	0.04
NEBRASKA	8.49	3.89	2.14	1.15	0.71	0.15	0.12	0.11
NEVADA	6.80	4.14	1.44	0.48	0.38	0.07	0.09	0.11
NEW HAMPSHIRE	7.78	4.63	1.51	0.35	0.77	0.09	0.11	0.06
NEW JERSEY	10.48	5.54	3.02	0.32	0.90	0.08	0.50	0.04
NEW MEXICO	9.02	4.45	2.72	0.48	0.84	0.11	0.18	0.16
NEW YORK	7.63	4.62	0.75	0.50	1.14	0.11	0.29	0.06
NORTH CAROLINA	7.64	3.61	1.60	1.31	0.64	0.12	0.08	0.06
NORTH DAKOTA	7.15	3.61	2.19	0.82	0.28	0.07	0.00	0.06
OHIO	7.78	3.01	2.01	1.67	0.37	0.10	0.43	0.16
OKLAHOMA	8.19	4.18	1.89	1.48	0.24	0.09	0.18	0.04
OREGON	8.03	4.36	2.02	0.58	0.52	0.18	0.00	0.13
PENNSYLVANIA	7.50	3.39	1.91	1.22	0.73	0.13	0.02	0.05
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	9.03	5.82	1.61	0.48	0.76	0.08	0.06	0.07
SOUTH CAROLINA	8.22	3.51	2.18	1.60	0.60	0.11	0.05	0.09
SOUTH DAKOTA	7.28	3.48	2.06	0.83	0.31	0.15	0.24	0.09
TENNESSEE	8.89	4.83	2.11	1.11	0.23	0.11	0.14	0.09
TEXAS	7.73	4.55	1.43	0.55	0.65	0.10	0.07	0.09
UTAH	8.06	4.26	1.33	0.58	1.36	0.12	0.23	0.04
VERMONT	7.55	3.72	1.68	1.04	0.68	0.12	0.08	0.07
VIRGINIA	7.86	4.19	1.71	0.89	0.66	0.09	0.14	0.05
WASHINGTON	6.94	3.41	1.34	0.65	0.44	0.18	0.24	0.10
WEST VIRGINIA	9.43	4.39	2.49	1.80	0.50	0.09	0.00	0.07
WISCONSIN	6.77	2.23	1.33	0.37	1.00	0.02	1.71	0.05
WYOMING	2.77	1.51	0.73	0.16	0.17	0.04	0.01	0.04
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7.81	3.90	1.73	0.96	0.69	0.11	0.17	0.09
50 STATES, D.C. & P.R.	7.79	3.89	1.73	0.96	0.69	0.10	0.17	0.09

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT
EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT
POPULATION COUNTS FOR JULY, 1991.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1B)
15OCT92

TABLE AA23

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-21 SERVED
UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0.10	0.04	0.00	0.01	0.00
ALASKA	0.12	0.03	0.00	0.00	0.00
ARIZONA	0.01	0.04	0.00	0.02	0.00
ARKANSAS	0.06	0.03	0.00	0.00	0.00
CALIFORNIA	0.17	0.04	0.00	0.00	0.00
COLORADO	0.00	0.04	0.01	0.00	0.00
CONNECTICUT	0.07	0.07	0.00	0.02	0.00
DELAWARE	0.01	0.06	0.02	0.08	0.00
DISTRICT OF COLUMBIA	0.06	0.04	0.01	0.05	0.00
FLORIDA	0.11	0.03	0.00	0.00	0.00
GEORGIA	0.04	0.03	0.00	0.00	0.00
HAWAII	0.10	0.02	0.00	0.00	0.00
IDAHO	0.11	0.03	0.00	0.01	0.00
ILLINOIS	0.06	0.04	0.00	0.00	0.00
INDIANA	0.00	0.04	0.00	0.02	0.00
IOWA	0.00	0.03	0.01	0.00	0.00
KANSAS	0.10	0.03	0.00	0.00	0.00
KENTUCKY	0.04	0.05	0.00	0.00	0.00
LOUISIANA	0.19	0.04	0.00	0.00	0.00
MAINE	0.10	0.04	0.00	0.01	0.01
MARYLAND	0.11	0.05	0.00	0.00	0.00
MASSACHUSETTS	0.14	0.07	0.01	0.00	0.00
MICHIGAN	0.00	0.03	0.00	0.05	0.00
MINNESOTA	0.08	0.03	0.00	0.02	0.00
MISSISSIPPI	0.00	0.03	0.00	0.00	0.00
MISSOURI	0.03	0.03	0.01	0.02	0.00
MONTANA	0.11	0.06	0.00	0.00	0.00
NEBRASKA	0.17	0.05	0.00	0.00	0.00
NEVADA	0.05	0.03	0.00	0.00	0.00
NEW HAMPSHIRE	0.21	0.04	0.00	0.00	0.00
NEW JERSEY	0.04	0.03	0.01	0.01	0.00
NEW MEXICO	0.05	0.04	0.00	0.01	0.00
NEW YORK	0.12	0.04	0.00	0.00	0.00
NORTH CAROLINA	0.13	0.04	0.00	0.05	0.00
NORTH DAKOTA	0.05	0.04	0.03	0.00	0.00
OHIO	0.00	0.04	0.00	0.00	0.00
OKLAHOMA	0.03	0.04	0.00	0.00	0.00
OREGON	0.14	0.05	0.00	0.06	0.00
PENNSYLVANIA	0.00	0.05	0.00	0.00	0.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.11	0.04	0.00	0.00	0.00
SOUTH CAROLINA	0.01	0.04	0.00	0.01	0.00
SOUTH DAKOTA	0.04	0.04	0.01	0.02	0.01
TENNESSEE	0.17	0.08	0.00	0.03	0.01
TEXAS	0.26	0.04	0.00	0.00	0.00
UTAH	0.09	0.04	0.01	0.00	0.00
VERMONT	0.13	0.02	0.00	0.00	0.00
VIRGINIA	0.04	0.05	0.00	0.04	0.00
WASHINGTON	0.55	0.03	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.05	0.00	0.02	0.00
WISCONSIN	0.03	0.02	0.00	0.00	0.00
WYOMING	0.07	0.01	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.10	0.04	0.00	0.01	0.00
50 STATES, D.C. & P.R.	0.10	0.04	0.00	0.01	0.00

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1991.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1B)
15OCT92

TABLE AA24

PERCENTAGE (BASED ON ESTIMATED RESIDENT POPULATION) OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.59	4.58	2.68	3.10	0.73	0.13	0.13	0.06
ALASKA	11.99	7.57	2.77	0.34	0.57	0.11	0.37	0.07
ARIZONA	8.20	4.89	1.62	0.68	0.53	0.15	0.14	0.09
ARKANSAS	9.72	5.50	1.56	2.17	0.06	0.12	0.15	0.04
CALIFORNIA	8.55	5.26	1.98	0.41	0.26	0.14	0.09	0.14
COLORADO	9.13	4.92	1.44	0.40	1.41	0.13	0.63	0.14
CONNECTICUT	11.68	6.31	2.01	0.61	2.14	0.14	0.22	0.05
DELAWARE	11.24	7.01	1.50	1.12	0.96	0.16	0.04	0.24
DISTRICT OF COLUMBIA	8.22	4.89	0.69	1.10	1.05	0.06	0.12	0.08
FLORIDA	11.81	5.18	3.45	1.52	1.28	0.07	0.00	0.14
GEORGIA	8.25	2.64	1.89	1.81	1.68	0.09	0.00	0.05
HAWAII	6.69	3.87	1.12	0.64	0.58	0.14	0.09	0.09
IDAHO	8.61	5.19	1.64	1.08	0.17	0.13	0.11	0.08
ILLINOIS	10.69	5.27	2.75	1.05	1.23	0.14	0.00	0.13
INDIANA	10.59	4.38	3.59	1.70	0.58	0.11	0.06	0.07
IOWA	10.61	5.02	1.83	1.92	1.40	0.15	0.09	0.17
KANSAS	9.07	3.98	2.39	1.04	0.98	0.12	0.30	0.08
KENTUCKY	10.04	3.40	3.21	2.47	0.51	0.11	0.15	0.06
LOUISIANA	7.98	3.45	2.15	1.17	0.56	0.14	0.09	0.13
MAINE	11.72	5.42	2.85	0.74	1.83	0.13	0.48	0.08
MARYLAND	10.37	5.39	2.93	0.57	0.63	0.15	0.43	0.07
MASSACHUSETTS	15.11	5.58	3.39	3.17	2.09	0.18	0.31	0.12
MICHIGAN	8.89	4.31	2.03	0.92	1.05	0.14	0.10	0.24
MINNESOTA	8.79	3.94	1.68	1.10	1.59	0.17	0.00	0.15
MISSISSIPPI	10.51	5.37	3.49	1.24	0.04	0.09	0.06	0.18
MISSOURI	10.62	5.41	2.67	1.27	0.93	0.10	0.05	0.08
MONTANA	10.01	5.76	2.44	0.65	0.52	0.16	0.22	0.05
NEBRASKA	10.65	4.89	2.82	1.32	0.89	0.18	0.14	0.14
NEVADA	8.70	5.32	1.91	0.55	0.49	0.08	0.10	0.14
NEW HAMPSHIRE	9.99	5.94	2.02	0.39	0.97	0.12	0.13	0.08
NEW JERSEY	13.52	7.14	4.09	0.33	1.11	0.10	0.60	0.04
NEW MEXICO	11.28	5.56	3.47	0.53	1.06	0.13	0.21	0.19
NEW YORK	9.82	5.98	1.03	0.57	1.48	0.13	0.35	0.08
NORTH CAROLINA	10.41	4.95	2.27	1.67	0.88	0.16	0.10	0.08
NORTH DAKOTA	9.05	4.53	2.91	0.93	0.35	0.09	0.00	0.08
OHIO	9.94	3.85	2.72	2.05	0.49	0.12	0.47	0.19
OKLAHOMA	10.54	5.36	2.55	1.84	0.32	0.11	0.21	0.05
OREGON	10.13	5.53	2.65	0.62	0.65	0.22	0.00	0.16
PENNSYLVANIA	9.76	4.40	2.62	1.47	0.95	0.16	0.02	0.06
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	12.38	8.02	2.33	0.57	0.97	0.10	0.07	0.10
SOUTH CAROLINA	10.96	4.71	3.04	1.98	0.82	0.15	0.06	0.11
SOUTH DAKOTA	9.04	4.33	2.68	0.94	0.38	0.19	0.27	0.11
TENNESSEE	11.64	6.33	2.90	1.34	0.30	0.14	0.16	0.12
TEXAS	9.78	5.76	1.91	0.61	0.82	0.13	0.08	0.12
UTAH	10.03	5.36	1.71	0.65	1.70	0.15	0.24	0.05
VERMONT	9.98	4.99	2.31	1.27	0.87	0.16	0.09	0.09
VIRGINIA	10.49	5.62	3.40	1.07	0.87	0.12	0.18	0.07
WASHINGTON	8.77	4.30	.78	0.77	0.56	0.22	0.28	0.13
WEST VIRGINIA	12.16	5.62	3.42	2.17	0.65	0.11	0.00	0.09
WISCONSIN	8.54	2.78	1.76	0.41	1.27	0.03	2.16	0.06
WYOMING	10.33	5.65	2.86	0.53	0.64	0.15	0.02	0.16
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	10.12	5.07	2.36	1.15	0.90	0.13	0.20	0.11
50 STATES, D.C. & P.R.	10.10	5.06	2.36	1.15	0.90	0.13	0.20	0.11

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT POPULATION COUNTS FOR JULY, 1991.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
15OCT92

TABLE AA24

PERCENTAGE (BASED ON ESTIMATED RESIDENT POPULATION) OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0.13	0.06	0.00	0.01	0.00
ALASKA	0.14	0.04	0.00	0.00	0.00
ARIZONA	0.02	0.05	0.00	0.02	0.00
ARKANSAS	0.08	0.04	0.00	0.01	0.00
CALIFORNIA	0.22	0.05	0.00	0.00	0.00
COLORADO	0.00	0.05	0.01	0.00	0.00
CONNECTICUT	0.09	0.09	0.00	0.02	0.00
DELAWARE	0.01	0.08	0.02	0.09	0.00
DISTRICT OF COLUMBIA	0.08	0.06	0.02	0.08	0.00
FLORIDA	0.14	0.04	0.00	0.00	0.00
GEORGIA	0.06	0.04	0.00	0.00	0.00
HAWAII	0.13	0.03	0.00	0.00	0.00
IDAHO	0.14	0.04	0.00	0.01	0.01
ILLINOIS	0.07	0.05	0.00	0.00	0.00
INDIANA	0.00	0.05	0.01	0.03	0.00
IOWA	0.00	0.04	0.01	0.00	0.00
KANSAS	0.13	0.04	0.00	0.00	0.00
KENTUCKY	0.05	0.07	0.00	0.00	0.00
LOUISIANA	0.23	0.05	0.00	0.00	0.00
MAINE	0.13	0.05	0.00	0.01	0.01
MARYLAND	0.14	0.06	0.00	0.00	0.00
MASSACHUSETTS	0.18	0.08	0.01	0.00	0.00
MICHIGAN	0.00	0.04	0.00	0.05	0.00
MINNESOTA	0.10	0.04	0.00	0.03	0.00
MISSISSIPPI	0.00	0.04	0.00	0.00	0.00
MISSOURI	0.04	0.04	0.01	0.03	0.00
MONTANA	0.13	0.07	0.01	0.00	0.00
NEBRASKA	0.20	0.07	0.00	0.00	0.00
NEVADA	0.06	0.04	0.00	0.00	0.00
NEW HAMPSHIRE	0.28	0.05	0.00	0.00	0.00
NEW JERSEY	0.04	0.03	0.01	0.02	0.00
NEW MEXICO	0.06	0.05	0.00	0.01	0.00
NEW YORK	0.15	0.05	0.00	0.00	0.00
NORTH CAROLINA	0.17	0.05	0.00	0.06	0.00
NORTH DAKOTA	0.06	0.06	0.04	0.00	0.00
OHIO	0.00	0.05	0.00	0.00	0.00
OKLAHOMA	0.04	0.05	0.01	0.00	0.00
OREGON	0.17	0.06	0.00	0.07	0.00
PENNSYLVANIA	0.00	0.07	0.00	0.00	0.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.15	0.06	0.00	0.00	0.00
SOUTH CAROLINA	0.02	0.06	0.00	0.02	0.00
SOUTH DAKOTA	0.05	0.05	0.01	0.02	0.01
TENNESSEE	0.21	0.10	0.00	0.03	0.01
TEXAS	0.32	0.05	0.00	0.00	0.00
UTAH	0.10	0.05	0.01	0.00	0.00
VERMONT	0.17	0.03	0.00	0.00	0.00
VIRGINIA	0.05	0.06	0.00	0.05	0.00
WASHINGTON	0.70	0.04	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.06	0.00	0.02	0.00
WISCONSIN	0.03	0.03	0.00	0.00	0.00
WYOMING	0.27	0.05	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.13	0.05	0.00	0.01	0.00
50 STATES, D.C. & P.R.	0.13	0.05	0.00	0.01	0.00

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT POPULATION COUNTS FOR JULY, 1991.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
15OCT92

TABLE AA25

PERCENTAGE (BASED ON ESTIMATED ENROLLMENT) OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.46	4.53	2.65	3.06	0.72	0.13	0.13	0.06
ALASKA	11.65	7.36	2.69	0.33	0.55	0.11	0.36	0.07
ARIZONA	7.81	4.65	1.54	0.65	0.51	0.15	0.14	0.09
ARKANSAS	9.39	5.32	1.50	2.10	0.06	0.12	0.14	0.04
CALIFORNIA	8.38	5.15	1.94	0.40	0.26	0.13	0.09	0.13
COLORADO	8.82	4.76	1.39	0.39	1.36	0.12	0.61	0.13
CONNECTICUT	11.77	6.36	2.03	0.61	2.15	0.14	0.22	0.05
DELAWARE	11.84	7.39	1.58	1.18	1.01	0.17	0.05	0.25
DISTRICT OF COLUMBIA	7.39	4.40	0.62	0.99	0.94	0.05	0.10	0.07
FLORIDA	11.68	5.12	3.41	1.50	1.26	0.07	0.00	0.14
GEORGIA	8.08	2.58	1.84	1.77	1.64	0.09	0.00	0.05
HAWAII	6.99	4.04	1.17	0.67	0.60	0.15	0.10	0.10
IDAHO	8.36	5.04	1.59	1.05	0.17	0.13	0.11	0.08
ILLINOIS	11.22	5.53	2.89	1.10	1.29	0.15	0.00	0.14
INDIANA	10.80	4.47	3.66	1.74	0.60	0.11	0.06	0.08
IOWA	10.63	5.02	1.83	1.92	1.40	0.15	0.09	0.17
KANSAS	9.03	3.97	2.38	1.04	0.97	0.12	0.30	0.07
KENTUCKY	10.31	3.50	3.30	2.54	0.52	0.12	0.16	0.06
LOUISIANA	9.47	4.10	2.56	1.39	0.66	0.17	0.11	0.15
MAINE	11.13	5.15	2.70	0.71	1.73	0.12	0.45	0.08
MARYLAND	10.60	5.51	3.00	0.58	0.64	0.15	0.44	0.07
MASSACHUSETTS	15.49	5.72	3.47	3.25	2.14	0.19	0.32	0.13
MICHIGAN	9.11	4.42	2.08	0.95	1.07	0.14	0.10	0.25
MINNESOTA	8.87	3.97	1.69	1.11	1.61	0.17	0.00	0.15
MISSISSIPPI	10.67	5.45	3.55	1.26	0.04	0.09	0.06	0.18
MISSOURI	11.45	5.83	2.88	1.37	1.00	0.11	0.06	0.08
MONTANA	9.94	5.72	2.42	0.65	0.52	0.16	0.22	0.05
NEBRASKA	11.16	5.12	2.95	1.39	0.93	0.19	0.14	0.15
NEVADA	8.26	5.05	1.81	0.52	0.47	0.08	0.10	0.14
NEW HAMPSHIRE	10.23	6.08	2.07	0.40	1.00	0.12	0.13	0.08
NEW JERSEY	14.29	7.55	4.32	0.35	1.17	0.11	0.64	0.05
NEW MEXICO	11.47	5.65	3.53	0.54	1.08	0.14	0.21	0.19
NEW YORK	10.32	6.29	1.08	0.60	1.56	0.14	0.37	0.08
NORTH CAROLINA	10.17	4.84	2.22	1.63	0.86	0.16	0.10	0.08
NORTH DAKOTA	9.08	4.54	2.92	0.94	0.35	0.09	0.00	0.08
OHIO	10.54	4.09	2.88	2.17	0.52	0.13	0.49	0.20
OKLAHOMA	10.33	5.25	2.50	1.81	0.31	0.11	0.21	0.05
OREGON	10.12	5.52	2.65	0.62	0.65	0.22	0.00	0.16
PENNSYLVANIA	10.85	4.89	2.92	1.64	1.06	0.18	0.03	0.07
PUERTO RICO	4.36	1.50	0.22	1.96	0.13	0.12	0.14	0.06
RHODE ISLAND	12.91	8.36	2.43	0.59	1.01	0.11	0.08	0.10
SOUTH CAROLINA	10.76	4.63	2.98	1.94	0.81	0.15	0.06	0.11
SOUTH DAKOTA	9.27	4.44	2.75	0.97	0.39	0.20	0.28	0.12
TENNESSEE	11.41	6.21	2.85	1.31	0.30	0.13	0.16	0.12
TEXAS	9.19	5.41	1.79	0.57	0.77	0.12	0.07	0.11
UTAH	9.58	5.12	1.63	0.62	1.62	0.14	0.23	0.05
VERMONT	9.80	4.90	2.27	1.24	0.86	0.15	0.09	0.09
VIRGINIA	10.21	5.47	2.34	1.04	0.85	0.11	0.17	0.07
WASHINGTON	8.64	4.23	1.75	0.76	0.55	0.22	0.27	0.13
WEST VIRGINIA	11.70	5.40	3.29	2.09	0.62	0.11	0.00	0.09
WISCONSIN	9.09	2.96	1.88	0.44	1.35	0.03	2.30	0.06
WYOMING	9.78	5.34	2.71	0.50	0.61	0.14	0.02	0.15
AMERICAN SAMOA	2.09	0.00	0.48	1.39	0.01	0.10	0.06	0.01
GUAM	4.62	2.85	0.71	0.51	0.09	0.10	0.14	0.08
NORTHERN MARIANAS	5.12	2.32	0.47	0.65	0.15	0.38	0.73	0.19
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4.98	1.34	0.89	2.33	0.13	0.08	0.12	0.02
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	10.04	5.03	2.34	1.14	0.89	0.13	0.20	0.11
50 STATES, D.C. & P.R.	10.04	5.02	2.34	1.14	0.89	0.13	0.20	0.11

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1991-92 ENROLLMENT COUNTS FROM NCES: THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
15OCT92

TABLE AA25

PERCENTAGE (BASED ON ESTIMATED ENROLLMENT) OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1991-92 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	0.12	0.06	0.00	0.01	0.00
ALASKA	0.14	0.04	0.00	0.00	0.00
ARIZONA	0.01	0.05	0.00	0.02	0.00
ARKANSAS	0.07	0.03	0.00	0.01	0.00
CALIFORNIA	0.21	0.05	0.00	0.00	0.00
COLORADO	0.00	0.05	0.01	0.00	0.00
CONNECTICUT	0.09	0.09	0.00	0.02	0.00
DELAWARE	0.01	0.08	0.02	0.10	0.00
DISTRICT OF COLUMBIA	0.08	0.05	0.01	0.07	0.00
FLORIDA	0.14	0.04	0.00	0.00	0.00
GEORGIA	0.06	0.03	0.00	0.00	0.00
HAWAII	0.13	0.03	0.00	0.00	0.00
IDAHO	0.14	0.04	0.00	0.01	0.01
ILLINOIS	0.08	0.05	0.00	0.00	0.00
INDIANA	0.00	0.05	0.01	0.03	0.00
IOWA	0.00	0.04	0.01	0.00	0.00
KANSAS	0.13	0.04	0.00	0.00	0.00
KENTUCKY	0.05	0.07	0.00	0.00	0.00
LOUISIANA	0.28	0.06	0.00	0.00	0.00
MAINE	0.12	0.04	0.00	0.01	0.01
MARYLAND	0.15	0.06	0.00	0.00	0.00
MASSACHUSETTS	0.19	0.08	0.01	0.00	0.00
MICHIGAN	0.00	0.04	0.00	0.05	0.00
MINNESOTA	0.10	0.04	0.00	0.03	0.00
MISSISSIPPI	0.00	0.04	0.00	0.00	0.00
MISSOURI	0.04	0.04	0.01	0.03	0.00
MONTANA	0.13	0.07	0.01	0.00	0.00
NEBRASKA	0.21	0.07	0.00	0.00	0.00
NEVADA	0.06	0.04	0.00	0.00	0.00
NEW HAMPSHIRE	0.29	0.06	0.00	0.00	0.00
NEW JERSEY	0.05	0.04	0.01	0.02	0.00
NEW MEXICO	0.06	0.05	0.00	0.01	0.00
NEW YORK	0.16	0.05	0.00	0.00	0.00
NORTH CAROLINA	0.17	0.05	0.00	0.06	0.00
NORTH DAKOTA	0.06	0.06	0.04	0.00	0.00
OHIO	0.00	0.05	0.00	0.00	0.00
OKLAHOMA	0.04	0.05	0.01	0.00	0.00
OREGON	0.17	0.06	0.00	0.07	0.00
PENNSYLVANIA	0.00	0.08	0.00	0.00	0.00
PUERTO RICO	0.09	0.08	0.01	0.04	0.00
RHODE ISLAND	0.16	0.06	0.00	0.00	0.00
SOUTH CAROLINA	0.02	0.06	0.00	0.02	0.00
SOUTH DAKOTA	0.05	0.05	0.01	0.02	0.01
TENNESSEE	0.21	0.10	0.00	0.03	0.01
TEXAS	0.30	0.05	0.00	0.00	0.00
UTAH	0.09	0.05	0.01	0.00	0.00
VERMONT	0.17	0.03	0.00	0.00	0.00
VIRGINIA	0.05	0.06	0.00	0.04	0.00
WASHINGTON	0.69	0.04	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.06	0.00	0.02	0.00
WISCONSIN	0.03	0.03	0.00	0.00	0.00
WYOMING	0.25	0.05	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.01	0.02	0.00	0.00
GUAM	0.07	0.06	0.01	0.00	0.00
NORTHERN MARIANAS	0.21	0.00	0.00	0.03	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.01	0.03	0.01	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.13	0.05	0.00	0.01	0.00
50 STATES, D.C. & P.R.	0.13	0.05	0.00	0.01	0.00

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1991-92 ENROLLMENT COUNTS FROM NCES: THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
15OCT92

TABLE AB1

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER								
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47,403	22,212	22,492	874	99	503	196	372	442
ALASKA	6,452	5,168	1,854	77	11	0	1	55	17
ARIZONA	5,609	34,311	13,859	1,676	433	281	462	106	203
ARKANSAS	20,794	18,142	6,002	240	1,189	436	206	84	178
CALIFORNIA	127,132	191,395	130,851	9,370	6,983	1,957	0	952	49
COLORADO	13,721	30,076	9,737	1,264	317	357	445	184	419
CONNECTICUT	31,530	12,298	14,560	1,995	1,850	218	850	268	373
DELAWARE	5,153	5,802	2,784	958	3	19	40	188	87
DISTRICT OF COLUMBIA	995	1,479	2,237	838	406	5	281	72	49
FLORIDA	83,369	62,833	62,605	9,058	212	715	237	121	1,680
GEORGIA	37,722	34,936	25,643	1,972	34	916	67	63	413
HAWAII	3,947	4,353	3,376	75	22	84	64	61	38
IDAHO	13,020	5,215	2,502	547	117	45	2	0	68
ILLINOIS	65,203	74,795	76,421	9,955	5,305	1,716	1,296	483	887
INDIANA	42,342	35,428	29,699	4,648	0	559	145	75	134
IOWA	12,880	35,217	9,718	1,058	.	572	133	168	302
KANSAS	24,026	12,085	6,761	1,069	268	953	130	127	325
KENTUCKY	31,315	32,651	12,168	1,297	192	863	58	100	310
LOUISIANA	27,758	11,929	29,200	2,086	9	1,371	114	128	375
MAINE	14,119	8,817	3,408	325	462	63	186	117	607
MARYLAND	37,537	18,827	23,505	5,018	1,568	657	532	109	380
MASSACHUSETTS	90,886	20,838	24,716	2,777	4,118	0	749	235	1,499
MICHIGAN	72,631	41,463	40,305	10,627	.	704	332	389	449
MINNESOTA	8,722	59,563	7,176	1,836	.	1,008	.	27	311
MISSISSIPPI	18,216	19,948	14,397	362	10	460	22	11	226
MISSOURI	45,728	47,852	24,342	5,974	795	832	112	840	1,303
MONTANA	10,143	4,450	2,048	74	0	213	44	21	34
NEBRASKA	19,738	6,710	4,758	472	93	186	24	58	313
NEVADA	5,955	8,412	2,817	728	1	29	7	138	150
NEW HAMPSHIRE	9,669	4,236	3,788	485	413	57	303	36	97
NEW JERSEY	64,725	37,699	53,533	10,705	10,165	730	115	495	830
NEW MEXICO	22,199	5,365	7,826	20	62	187	0	64	341
NEW YORK	23,530	106,109	125,472	25,411	21,271	1,003	846	647	2,551
NORTH CAROLINA	66,335	32,275	19,312	2,586	429	1,105	433	170	462
NORTH DAKOTA	8,851	1,348	1,505	241	23	85	63	7	78
OHIO	74,534	46,925	57,337	12,841	11,507	650	0	285	2,278
OKLAHOMA	32,581	19,580	11,474	866	107	565	84	0	189
OREGON	31,454	13,018	5,725	314	712	250	96	179	321
PENNSYLVANIA	80,260	50,983	61,351	8,130	4,170	910	867	366	2,250
PUERTO RICO	1,135	15,837	10,508	1,665	782	169	62	67	1,559
RHODE ISLAND	10,602	3,187	5,569	232	544	0	260	99	138
SOUTH CAROLINA	27,093	30,027	17,645	1,818	29	340	26	276	98
SOUTH DAKOTA	1,089	10,153	680	109	171	206	467	0	31
TENNESSEE	46,626	29,369	18,191	923	551	780	23	197	989
TEXAS	17,339	222,863	89,365	6,516	625	743	1,159	89	5,451
UTAH	18,058	16,468	8,752	1,167	0	23	1	20	153
VERMONT	10,055	501	803	235	151	35	124	18	256
VIRGINIA	44,052	31,905	31,411	1,721	464	1,006	543	248	1,120
WASHINGTON	41,410	23,934	19,266	697	440	109	17	280	359
WEST VIRGINIA	2,696	28,260	10,324	492	50	313	15	35	278
WISCONSIN	28,372	33,236	22,052	1,197	26	426	5	205	132
WYOMING	7,235	3,989	161	64	13	209	40	22	18
AMERICAN SAMOA	289	23	51	0	0	0	0	0	0
GUAM	559	476	528	42	6	4	0	1	4
NORTHERN MARIANAS	294	259	33	0	0	0	0	0	6
PALAU	184	93	37	9	2	0	0	0	12
VIRGIN ISLANDS	124	228	875	52	3	7	22	0	22
BUR. OF INDIAN AFFAIRS	946	3,235	397	5	6	59	96	5	9
U.S. AND INSULAR AREAS	1,596,342	1,638,786	1,194,012	155,793	77,219	25,693	12,402	9,163	31,653
50 STATES, D.C. & P.R.	1,593,946	1,634,472	1,192,091	155,685	77,202	25,623	12,284	9,157	31,600

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT: THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE EIGHT EDUCATIONAL ENVIRONMENTS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB1

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	50.31	23.57	23.87	0.93	0.11	0.53	0.21	0.47
ALASKA	47.51	38.06	13.65	0.57	0.08	0.00	0.01	0.13
ARIZONA	9.87	60.37	24.39	2.95	0.76	0.49	0.81	0.36
ARKANSAS	44.07	38.45	12.72	0.51	2.52	0.92	0.44	0.38
CALIFORNIA	27.18	40.92	27.98	2.00	1.49	0.42	0.00	0.01
COLORADO	24.36	53.39	17.28	2.24	0.56	0.63	0.79	0.74
CONNECTICUT	49.52	19.31	22.87	3.13	2.91	0.34	1.33	0.59
DELAWARE	34.71	39.08	18.75	6.45	0.02	0.13	0.27	0.59
DISTRICT OF COLUMBIA	15.82	23.51	35.56	13.32	6.45	0.08	4.47	0.78
FLORIDA	37.77	28.47	28.37	4.10	0.10	0.32	0.11	0.76
GEORGIA	37.09	34.35	25.21	1.94	0.03	0.90	0.07	0.41
HAWAII	33.00	36.40	28.23	0.63	0.18	0.70	0.54	0.32
IDAHO	60.51	24.24	11.63	2.54	0.54	0.21	0.01	0.32
ILLINOIS	27.68	31.75	32.44	4.23	2.25	0.73	0.55	0.38
INDIANA	37.49	31.36	26.29	4.11	0.00	0.49	0.13	0.12
IOWA	21.51	58.81	16.23	1.77	.	0.96	0.22	0.50
KANSAS	52.67	26.49	14.82	2.34	0.59	2.09	0.28	0.71
KENTUCKY	39.71	41.41	15.43	1.64	0.24	1.09	0.07	0.39
LOUISIANA	38.11	16.38	40.09	2.86	0.01	1.88	0.16	0.51
MAINE	50.45	31.50	12.18	1.16	1.65	0.23	0.66	2.17
MARYLAND	42.64	21.39	26.70	5.70	1.78	0.75	0.60	0.43
MASSACHUSETTS	62.43	14.31	16.98	1.91	2.83	0.00	0.51	1.03
MICHIGAN	43.62	24.90	24.21	6.38	.	0.42	0.20	0.27
MINNESOTA	11.09	75.76	9.13	2.34	.	1.28	.	0.40
MISSISSIPPI	33.96	37.19	26.84	0.67	0.02	0.86	0.04	0.42
MISSOURI	36.02	37.70	19.18	4.71	0.63	0.66	0.09	1.03
MONTANA	59.64	26.17	12.04	0.44	0.00	1.25	0.26	0.20
NEBRASKA	61.12	20.78	14.73	1.46	0.29	0.58	0.07	0.97
NEVADA	32.90	46.48	15.56	4.02	0.01	0.16	0.04	0.83
NEW HAMPSHIRE	50.76	22.24	19.89	2.55	2.17	0.30	1.59	0.51
NEW JERSEY	36.26	21.12	29.99	6.00	5.69	0.41	0.06	0.46
NEW MEXICO	61.66	14.90	21.74	0.06	0.17	0.52	0.00	0.95
NEW YORK	7.68	34.65	40.98	8.30	6.95	0.33	0.28	0.83
NORTH CAROLINA	53.96	26.25	15.71	2.10	0.35	0.90	0.35	0.38
NORTH DAKOTA	71.99	10.96	13.06	1.96	0.19	0.69	0.51	0.63
OHIO	36.17	22.77	27.82	6.23	5.58	0.32	0.00	1.11
OKLAHOMA	49.78	29.92	17.53	1.32	0.16	0.86	0.13	0.29
OREGON	60.62	25.09	11.03	0.61	1.37	0.48	0.19	0.62
PENNSYLVANIA	38.42	24.40	29.37	3.89	2.00	0.44	0.41	1.08
PUERTO RICO	3.58	49.93	33.13	5.25	2.47	0.53	0.20	4.92
RHODE ISLAND	51.64	15.52	27.12	1.13	2.65	0.00	1.27	0.67
SOUTH CAROLINA	35.15	38.96	22.89	2.36	0.04	0.44	0.03	0.13
SOUTH DAKOTA	8.44	78.67	5.27	0.84	1.32	1.60	3.62	0.24
TENNESSEE	47.85	30.14	18.67	0.95	0.57	0.80	0.02	1.01
TEXAS	5.04	64.77	25.97	1.89	0.18	0.22	0.34	1.58
UTAH	40.47	36.91	19.61	2.62	0.00	0.05	0.00	0.34
VERMONT	82.69	4.12	6.60	1.93	1.24	0.29	1.02	2.11
VIRGINIA	39.25	28.43	27.99	1.53	0.41	0.90	0.48	1.00
WASHINGTON	48.02	27.76	22.34	0.81	0.51	0.13	0.02	0.42
WEST VIRGINIA	6.35	66.61	24.33	1.16	0.12	0.74	0.04	0.66
WISCONSIN	33.20	38.90	25.81	1.40	0.03	0.50	0.01	0.15
WYOMING	61.68	34.01	1.37	0.55	0.11	1.78	0.34	0.15
AMERICAN SAMOA	79.61	6.34	14.05	0.00	0.00	0.00	0.00	0.00
GUAM	38.53	29.40	32.61	2.59	0.37	0.25	0.00	0.25
NORTHERN MARIANAS	49.66	43.75	5.57	0.00	0.00	0.00	0.00	1.01
PALAU	54.60	27.60	10.98	2.67	0.59	0.00	0.00	3.56
VIRGIN ISLANDS	9.30	17.10	65.64	3.90	0.23	0.53	1.65	1.65
BUR. OF INDIAN AFFAIRS	19.90	68.06	8.35	0.11	0.13	1.24	2.02	0.19
U.S. AND INSULAR AREAS	33.74	34.63	25.23	3.29	1.63	0.54	0.26	0.67
50 STATES, D.C. & P.R.	33.75	34.61	25.24	3.30	1.63	0.54	0.26	0.67

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	41,421	21,936	21,895	778	74	489	170	312
ALASKA	6,325	4,818	1,785	77	11	0	1	17
ARIZONA	4,614	33,447	12,274	1,318	397	281	460	114
ARKANSAS	17,148	18,083	5,823	231	525	423	195	134
CALIFORNIA	105,179	186,893	119,784	7,625	6,740	1,838	0	45
COLORADO	12,426	29,438	8,640	535	38	334	443	354
CONNECTICUT	29,559	11,857	11,791	1,720	1,711	218	846	333
DELAWARE	4,674	5,289	2,268	958	3	19	40	86
DISTRICT OF COLUMBIA	784	1,478	2,169	721	392	5	281	49
FLORIDA	76,381	62,033	58,080	8,107	0	644	237	1,517
GEORGIA	35,088	33,565	24,563	366	19	894	60	50
HAWAII	3,919	4,348	3,058	66	22	84	64	38
IDAHO	11,795	4,867	1,861	119	26	32	2	41
ILLINOIS	55,138	74,015	67,284	7,746	5,047	1,698	1,249	871
INDIANA	38,197	35,358	29,143	2,421	0	514	140	127
IOWA	9,988	35,078	7,718	788	.	557	133	197
KANSAS	22,329	10,829	6,537	907	49	936	122	75
KENTUCKY	23,851	30,975	11,228	1,144	42	863	58	238
LOUISIANA	24,657	11,742	26,192	1,690	6	1,351	107	361
MAINE	12,231	8,749	3,246	260	253	55	183	115
MARYLAND	33,813	16,492	23,153	4,753	1,305	634	531	200
MASSACHUSETTS	81,130	20,618	23,251	2,732	3,866	0	726	1,472
MICHIGAN	66,112	41,016	34,626	8,946	.	696	332	236
MINNESOTA	8,187	55,856	3,313	1,344	.	998	.	286
MISSISSIPPI	15,507	18,805	13,159	207	10	430	22	206
MISSOURI	45,250	47,680	24,264	5,884	775	825	112	1,303
MONTANA	9,093	4,211	1,607	71	0	190	44	30
NEBRASKA	18,189	6,589	4,217	374	69	179	24	141
NEVADA	5,440	8,339	2,187	546	1	29	7	149
NEW HAMPSHIRE	9,183	4,104	3,137	398	375	57	295	32
NEW JERSEY	57,358	37,522	48,686	9,397	9,205	607	109	799
NEW MEXICO	21,760	4,824	6,729	0	39	182	0	256
NEW YORK	20,670	105,651	119,839	20,502	8,817	996	846	2,433
NORTH CAROLINA	57,980	31,670	18,630	2,065	227	1,085	398	365
NORTH DAKOTA	8,374	1,302	1,201	79	11	78	52	32
OHIO	68,760	46,439	55,150	9,747	10,597	647	.	2,032
OKLAHOMA	29,302	19,252	10,290	595	81	538	73	153
OREGON	29,953	12,932	4,904	193	567	244	91	222
PENNSYLVANIA	73,854	50,314	57,533	5,581	3,606	898	845	393
PUERTO RICO	1,135	15,837	10,508	1,665	782	169	62	1,559
RHODE ISLAND	9,796	3,019	4,944	219	476	0	259	136
SOUTH CAROLINA	20,883	29,423	16,672	1,692	22	340	25	69
SOUTH DAKOTA	1,089	10,153	680	100	171	205	451	28
TENNESSEE	46,624	29,358	18,181	902	550	768	23	959
TEXAS	16,127	207,652	82,618	5,903	615	579	1,077	5,010
UTAH	17,913	16,467	8,287	1,165	0	23	1	153
VERMONT	9,636	489	564	107	64	30	122	51
VIRGINIA	39,522	31,345	28,081	1,188	433	961	541	276
WASHINGTON	38,375	22,837	15,044	329	212	109	17	136
WEST VIRGINIA	2,440	26,657	9,565	446	38	306	15	38
WISCONSIN	24,973	31,583	16,499	904	23	409	5	116
WYOMING	6,689	3,467	99	64	13	207	40	18
AMERICAN SAMOA	247	23	45	0	0	0	0	0
GUAM	454	474	438	42	6	4	0	4
NORTHERN MARIANAS	276	214	30	0	0	0	0	4
PALAU	171	85	37	0	2	0	0	0
VIRGIN ISLANDS	75	228	875	52	3	7	22	22
BUR. OF INDIAN AFFAIRS	575	3,115	397	4	6	59	96	8
U.S. AND INSULAR AREAS	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401
50 STATES, D.C. & P.R.	1,430,821	1,586,701	1,092,957	125,675	58,305	24,654	11,936	24,363

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	47.57	25.19	25.14	0.89	0.08	0.56	0.20	0.36
ALASKA	48.53	36.96	13.69	0.59	0.08	0.00	0.01	0.13
ARIZONA	8.72	63.22	23.20	2.49	0.75	0.53	0.87	0.22
ARKANSAS	40.29	42.49	13.68	0.54	1.23	0.99	0.46	0.31
CALIFORNIA	24.57	43.66	27.98	1.78	1.57	0.43	0.00	0.01
COLORADO	23.80	56.39	16.55	1.02	0.07	0.64	0.85	0.68
CONNECTICUT	50.93	20.43	20.32	2.96	2.95	0.38	1.46	0.57
DELAWARE	35.05	39.66	17.01	7.18	0.02	0.14	0.30	0.64
DISTRICT OF COLUMBIA	13.34	25.14	36.89	12.26	6.67	0.09	4.78	0.83
FLORIDA	36.90	29.97	28.06	3.92	0.00	0.31	0.11	0.73
GEORGIA	37.09	35.48	25.96	0.39	0.02	0.94	0.06	0.05
HAWAII	33.79	37.49	26.36	0.57	0.19	0.72	0.55	0.33
IDAHO	62.93	25.97	9.93	0.63	0.14	0.17	0.01	0.22
ILLINOIS	25.88	34.74	31.58	3.64	2.37	0.80	0.59	0.41
INDIANA	36.07	33.39	27.52	2.29	0.00	0.49	0.13	0.12
IOWA	18.34	64.41	14.17	1.45	.	1.02	0.24	0.36
KANSAS	53.44	25.92	15.64	2.17	0.12	2.24	0.29	0.18
KENTUCKY	34.87	45.29	16.42	1.67	0.06	1.26	0.08	0.35
LOUISIANA	37.30	17.76	39.62	2.56	0.01	2.04	0.16	0.55
MAINE	48.74	34.87	12.94	1.04	1.01	0.22	0.73	0.46
MARYLAND	41.81	20.39	28.63	5.88	1.61	0.78	0.66	0.25
MASSACHUSETTS	60.64	15.41	17.38	2.04	2.89	0.00	0.54	1.10
MICHIGAN	43.51	26.99	22.79	5.89	.	0.46	0.22	0.16
MINNESOTA	11.70	79.81	4.73	1.92	.	1.43	.	0.41
MISSISSIPPI	32.08	38.90	27.22	0.43	0.02	0.89	0.05	0.43
MISSOURI	35.89	37.81	19.24	4.67	0.61	0.65	0.09	1.03
MONTANA	59.64	27.62	10.54	0.47	0.00	1.25	0.29	0.20
NEBRASKA	61.07	22.12	14.16	1.26	0.23	0.60	0.08	0.47
NEVADA	32.58	49.94	13.10	3.27	0.01	0.17	0.04	0.89
NEW HAMPSHIRE	52.23	23.34	17.84	2.26	2.13	0.32	1.68	0.18
NEW JERSEY	35.04	22.92	29.74	5.74	5.62	0.37	0.07	0.49
NEW MEXICO	64.40	14.28	19.91	0.00	0.12	0.54	0.00	0.76
NEW YORK	7.39	37.77	42.84	7.33	3.15	0.36	0.30	0.87
NORTH CAROLINA	51.57	28.17	16.57	1.84	0.20	0.97	0.35	0.32
NORTH DAKOTA	75.24	11.70	10.79	0.71	0.10	0.70	0.47	0.29
OHIO	35.56	24.02	28.52	5.04	5.48	0.33	.	1.05
OKLAHOMA	48.61	31.94	17.07	0.99	0.13	0.89	0.12	0.25
OREGON	61.00	26.33	9.99	0.39	1.15	0.50	0.19	0.45
PENNSYLVANIA	38.26	26.07	29.81	2.89	1.87	0.47	0.44	0.20
PUERTO RICO	3.58	49.93	33.13	5.25	2.47	0.53	0.20	4.92
RHODE ISLAND	51.97	16.02	26.23	1.16	2.53	0.00	1.37	0.72
SOUTH CAROLINA	30.21	42.56	24.12	2.45	0.03	0.49	0.04	0.10
SOUTH DAKOTA	8.46	78.85	5.28	0.78	1.33	1.59	3.50	0.22
TENNESSEE	47.89	30.15	18.67	0.93	0.56	0.79	0.02	0.98
TEXAS	5.05	64.98	25.85	1.85	0.19	0.18	0.34	1.57
UTAH	40.70	37.42	18.83	2.65	0.00	0.05	0.00	0.35
VERMONT	87.10	4.42	5.10	0.97	0.58	0.27	1.10	0.46
VIRGINIA	38.62	30.63	27.44	1.16	0.42	0.94	0.53	0.27
WASHINGTON	49.80	29.64	19.52	0.43	0.28	0.14	0.02	0.18
WEST VIRGINIA	6.18	67.48	24.21	1.13	0.10	0.77	0.04	0.10
WISCONSIN	33.52	42.39	22.14	1.21	0.03	0.55	0.01	0.16
WYOMING	63.12	32.72	0.93	0.60	0.12	1.95	0.38	0.17
AMERICAN SAMOA	78.41	7.30	14.29	0.00	0.00	0.00	0.00	0.00
GUAM	31.93	33.33	30.80	2.95	0.42	0.28	0.00	0.28
NORTHERN MARIANAS	52.67	40.84	5.73	0.00	0.00	0.00	0.00	0.76
PALAU	57.97	28.81	12.54	0.00	0.68	0.00	0.00	0.00
VIRGIN ISLANDS	5.84	17.76	68.15	4.05	0.23	0.55	1.71	1.71
BUR. OF INDIAN AFFAIRS	13.50	73.12	9.32	0.09	0.14	1.38	2.25	0.19
U.S. AND INSULAR AREAS	32.83	36.46	25.09	2.88	1.34	0.57	0.28	0.56
50 STATES, D.C. & P.R.	32.85	36.43	25.09	2.89	1.34	0.57	0.27	0.56

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	16,343	14,499	2,205	15	6	3	3	36
ALASKA	3,620	3,775	767	8	1	0	0	4
ARIZONA	2,137	22,804	6,045	76	18	0	7	13
ARKANSAS	9,232	12,783	1,331	40	24	0	32	36
CALIFORNIA	6,184	179,447	73,209	261	1,253	37	0	10
COLORADO	4,298	20,720	1,614	21	0	57	30	23
CONNECTICUT	17,390	8,251	5,244	174	311	23	58	30
DELAWARE	2,165	4,138	1,102	271	1	4	5	10
DISTRICT OF COLUMBIA	280	1,304	1,150	165	162	0	0	0
FLORIDA	17,804	48,921	22,938	329	0	7	0	37
GEORGIA	12,252	13,148	3,938	0	3	15	0	1
HAWAII	2,235	3,555	1,021	4	0	15	0	13
IDAHO	7,314	3,595	349	15	4	13	0	3
ILLINOIS	3,921	66,182	33,787	512	183	15	15	33
INDIANA	2,034	31,728	8,898	38	0	26	1	18
IOWA	198	24,180	680	9	.	29	8	5
KANSAS	8,813	7,631	1,250	32	4	40	1	4
KENTUCKY	3,710	16,893	2,25[illegible]	169	0	101	0	24
LOUISIANA	6,466	9,543	11,80[illegible]	33	0	92	7	90
MAINE	5,126	5,559	652	16	8	0	5	5
MARYLAND	14,658	12,906	13,622	506	119	3	6	32
MASSACHUSETTS	28,638	7,277	8,207	963	1,385	0	256	479
MICHIGAN	25,686	30,813	15,266	159	.	57	20	48
MINNESOTA	4,437	27,044	202	52	.	80	.	8
MISSISSIPPI	4,258	12,742	7,017	7	0	5	0	36
MISSOURI	17,698	35,058	8,420	210	6	8	4	244
MONTANA	4,553	3,545	439	3	0	2	10	2
NEBRASKA	8,312	4,244	858	22	4	2	0	16
NEVADA	1,867	7,306	869	4	0	5	0	6
NEW HAMPSHIRE	5,925	2,814	1,651	16	77	10	67	3
NEW JERSEY	10,590	33,446	37,529	2,005	1,636	27	13	161
NEW MEXICO	14,149	975	1,440	0	6	0	0	29
NEW YORK	2,329	90,956	72,326	2,566	456	229	0	374
NORTH CAROLINA	27,324	19,940	4,310	17	1	43	1	27
NORTH DAKOTA	4,605	[illegible]30	71	13	1	5	2	4
OHIO	24,090	39,113	10,040	122	2,045	81	.	29
OKLAHOMA	13,643	14,451	1,838	16	29	41	10	34
OREGON	16,112	9,349	686	19	114	2	10	29
PENNSYLVANIA	20,293	36,587	25,529	421	991	227	50	4
PUERTO RICO	261	9,009	1,321	173	127	19	0	47
RHODE ISLAND	6,276	2,527	3,282	95	53	0	51	12
SOUTH CAROLINA	2,259	20,484	5,575	341	7	1	2	10
SOUTH DAKOTA	620	5,172	70	-- 1	2	4	4	3
TENNESSEE	22,514	22,517	6,896	109	99	12	1	66
TEXAS	9,423	121,359	47,265	3,017	86	33	627	2,766
UTAH	9,255	9,924	2,674	14	0	0	0	11
VERMONT	5,023	231	56	10	26	3	13	5
VIRGINIA	16,878	22,708	13,097	62	83	9	50	39
WASHINGTON	17,831	15,142	4,005	54	14	44	1	6
WEST VIRGINIA	1,573	13,649	2,935	23	1	36	2	2
WISCONSIN	6,430	16,309	1,867	14	1	2	0	6
WYOMING	3,675	2,470	41	6	2	8	7	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	209	391	275	4	2	3	0	0
NORTHERN MARIANAS	123	129	0	0	0	0	0	2
PALAU	55	17	5	0	0	0	0	0
VIRGIN ISLANDS	0	205	234	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	298	2,151	156	0	0	0	0	2
U.S. AND INSULAR AREAS	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939
50 STATES, D.C. & P.R.	482,707	1,148,853	479,643	13,228	9,349	1,475	1,379	4,934

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	49.36	43.79	6.66	0.05	0.02	0.01	0.01	0.11
ALASKA	44.28	46.18	9.38	0.10	0.01	0.00	0.00	0.05
ARIZONA	6.87	73.32	19.44	0.24	0.06	0.00	0.02	0.04
ARKANSAS	39.32	54.45	5.67	0.17	0.10	0.00	0.14	0.15
CALIFORNIA	2.37	68.91	28.11	0.10	0.48	0.01	0.00	0.00
COLORADO	16.06	77.42	6.03	0.08	0.00	0.21	0.11	0.09
CONNECTICUT	55.24	26.21	16.66	0.55	0.99	0.07	0.18	0.10
DELAWARE	28.13	53.77	14.32	3.52	0.01	0.05	0.06	0.13
DISTRICT OF COLUMBIA	9.15	42.60	37.57	5.39	5.29	0.00	0.00	0.00
FLORIDA	19.77	54.33	25.48	0.37	0.00	0.01	0.00	0.04
GEORGIA	41.73	44.79	13.41	0.00	0.01	0.05	0.00	0.00
HAWAII	32.66	51.95	14.92	0.06	0.00	0.22	0.00	0.19
IDAHO	64.77	31.83	3.09	0.13	0.04	0.12	0.00	0.03
ILLINOIS	3.75	63.24	32.29	0.49	0.17	0.01	0.01	0.03
INDIANA	4.76	74.23	20.82	0.09	0.00	0.06	0.00	0.04
IOWA	0.79	96.30	2.71	0.04	.	0.12	0.03	0.02
KANSAS	49.58	42.93	7.03	0.18	0.02	0.23	0.01	-0.02
KENTUCKY	16.02	72.96	9.75	0.73	0.00	0.44	0.00	0.10
LOUISIANA	23.07	34.04	42.10	0.12	0.00	0.33	0.02	0.32
MAINE	45.08	48.89	5.73	0.14	0.07	0.00	0.04	0.04
MARYLAND	35.02	30.84	32.55	1.21	0.28	0.01	0.01	0.08
MASSACHUSETTS	60.67	15.42	17.39	2.04	2.93	0.00	0.54	1.01
MICHIGAN	35.65	42.77	21.19	0.22	.	0.08	0.03	0.07
MINNESOTA	13.94	84.98	0.63	0.16	.	0.25	.	0.03
MISSISSIPPI	17.69	52.95	29.16	0.03	0.00	0.02	0.00	0.15
MISSOURI	28.71	56.87	13.66	0.34	0.01	0.01	0.01	0.40
MONTANA	53.23	41.44	5.13	0.04	0.00	0.02	0.12	0.02
NEBRASKA	61.76	31.54	6.38	0.16	0.03	0.01	0.00	0.12
NEVADA	18.56	72.65	8.64	0.04	0.00	0.05	0.00	0.06
NEW HAMPSHIRE	56.09	26.64	15.63	0.15	0.73	0.09	0.63	0.03
NEW JERSEY	12.40	39.16	43.94	2.35	1.92	0.03	0.02	0.19
NEW MEXICO	85.24	5.87	8.68	0.00	0.04	0.00	0.00	0.17
NEW YORK	1.38	53.75	42.74	1.52	0.27	0.14	0.00	0.22
NORTH CAROLINA	52.99	38.48	8.36	0.03	0.00	0.08	0.00	0.05
NORTH DAKOTA	84.79	13.44	1.31	0.24	0.02	0.09	0.04	0.07
OHIO	31.90	51.79	13.29	0.16	2.71	0.11	.	0.04
OKLAHOMA	45.38	48.07	6.11	0.05	0.10	0.14	0.03	0.11
OREGON	60.07	36.72	2.56	0.07	0.43	0.01	0.04	0.11
PENNSYLVANIA	24.13	43.50	30.35	0.50	1.18	0.27	0.06	0.00
PUERTO RICO	2.62	80.44	13.27	1.74	1.28	0.19	0.00	0.47
RHODE ISLAND	51.04	20.55	26.69	0.77	0.43	0.00	0.41	0.10
SOUTH CAROLINA	7.88	71.43	19.44	1.19	0.02	0.00	0.01	0.03
SOUTH DAKOTA	10.55	88.02	1.19	0.02	0.03	0.07	0.07	0.05
TENNESSEE	43.12	43.12	13.21	0.21	0.19	0.02	0.00	0.13
TEXAS	5.11	65.75	25.61	1.63	0.05	0.02	0.34	1.50
UTAH	42.30	45.36	12.22	0.06	0.00	0.00	0.00	0.05
VERMONT	93.59	4.30	1.04	0.19	0.48	0.06	0.24	0.09
VIRGINIA	31.89	42.91	24.75	0.12	0.16	0.02	0.09	0.07
WASHINGTON	48.07	40.82	10.80	0.15	0.04	0.12	0.00	0.02
WEST VIRGINIA	8.63	74.91	16.11	0.13	0.01	0.20	0.01	0.01
WISCONSIN	26.11	66.22	7.58	0.06	0.00	0.01	0.00	0.02
WYOMING	59.18	39.77	0.66	0.10	0.03	0.13	0.11	0.02
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	23.64	44.23	31.11	0.45	0.23	0.34	0.00	0.00
NORTHERN MARIANAS	48.43	50.79	0.00	0.00	0.00	0.00	0.00	0.79
PALAU	71.43	22.08	6.49	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	46.49	53.06	0.00	0.00	0.00	0.23	0.23
BUR. OF INDIAN AFFAIRS	11.43	82.51	5.98	0.00	0.00	0.00	0.00	0.08
U.S. AND INSULAR AREAS	22.53	53.67	22.38	0.62	0.44	0.07	0.06	0.23
50 STATES, D.C. & P.R.	22.54	53.65	22.40	0.62	0.44	0.07	0.06	0.23

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	19,191	50	119	2	1	2	0	1
ALASKA	2,375	262	137	1	10	0	0	0
ARIZONA	2,206	7,937	243	12	0	0	0	0
ARKANSAS	6,429	257	93	10	0	1	1	1
CALIFORNIA	87,102	3,152	5,755	66	59	3	0	0
COLORADO	5,286	2,457	401	1	0	0	2	3
CONNECTICUT	7,877	582	698	25	39	1	2	2
DELAWARE	1,807	126	36	0	0	0	0	0
DISTRICT OF COLUMBIA	444	18	146	3	1	0	0	0
FLORIDA	53,619	4,778	1,994	35	0	105	0	4
GEORGIA	14,495	6,090	194	0	2	0	0	3
HAWAII	1,234	80	27	9	0	0	0	1
IDAHO	3,338	56	11	0	1	0	0	0
ILLINOIS	49,463	1,330	1,639	68	10	4	2	5
INDIANA	35,048	0	0	3	0	42	0	0
IOWA	8,888	149	40	2	.	0	0	0
KANSAS	10,858	80	49	5	2	2	1	1
KENTUCKY	17,557	3,180	72	185	1	3	0	0
LOUISIANA	16,645	216	859	11	1	8	2	35
MAINE	4,854	696	167	3	4	0	0	3
MARYLAND	16,928	2,091	3,048	206	26	0	7	17
MASSACHUSETTS	18,659	4,742	5,347	628	903	0	167	312
MICHIGAN	31,525	675	641	69	.	1	1	3
MINNESOTA	1,463	11,257	91	10	.	1	.	3
MISSISSIPPI	10,852	4,109	805	8	1	0	0	3
MISSOURI	23,828	5,288	1,210	162	2	28	0	0
MONTANA	3,704	83	47	0	0	1	0	0
NEBRASKA	7,390	137	159	38	5	8	0	9
NEVADA	3,333	27	193	1	0	0	0	0
NEW HAMPSHIRE	1,888	626	580	25	25	1	5	8
NEW JERSEY	45,787	433	1,827	78	434	2	0	17
NEW MEXICO	6,233	2,312	1,461	0	3	0	0	10
NEW YORK	14,588	3,907	7,179	431	75	0	0	24
NORTH CAROLINA	22,929	875	188	5	5	1	0	3
NORTH DAKOTA	3,232	137	95	35	1	.	1	11
OHIO	41,681	0	0	1	8,317	4	.	0
OKLAHOMA	14,033	381	144	17	11	1	2	1
OREGON	10,813	990	536	5	38	1	4	12
PENNSYLVANIA	48,092	2,837	843	6	0	8	0	23
PUERTO RICO	327	804	146	10	31	2	0	16
RHODE ISLAND	3,009	137	182	3	10	0	0	4
SOUTH CAROLINA	16,882	1,268	218	0	11	0	0	0
SOUTH DAKOTA	250	3,487	94	3	0	0	0	3
TENNESSEE	20,949	1,816	769	14	6	0	0	5
TEXAS	3,091	39,816	15,489	1,006	26	6	206	903
UTAH	5,138	2,204	380	1	0	6	1	0
VERMONT	2,586	52	57	4	5	1	2	13
VIRGINIA	19,484	3,426	156	5	12	2	4	16
WASHINGTON	14,254	353	412	0	6	0	0	0
WEST VIRGINIA	442	9,730	221	0	0	1	0	0
WISCONSIN	13,487	677	271	10	3	0	0	4
WYOMING	32	22	0	0	8	0	1	1
AMERICAN SAMOA	105	0	0	0	0	0	0	0
GUAM	176	12	7	1	0	0	0	0
NORTHERN MARIANAS	42	5	0	0	0	0	0	0
PALAU	9	5	3	0	1	0	0	0
VIRGIN ISLANDS	70	3	16	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	240	559	54	0	1	0	0	0
U.S. AND INSULAR AREAS	776,247	136,779	55,549	3,223	10,097	246	411	1,480
50 STATES, D.C. & P.R.	775,605	136,195	55,469	3,222	10,095	246	411	1,480

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	99.10	0.26	0.61	0.01	0.01	0.01	0.00	0.01
ALASKA	85.28	9.41	4.92	0.04	0.36	0.00	0.00	0.00
ARIZONA	21.22	76.33	2.34	0.12	0.00	0.00	0.00	0.00
ARKANSAS	94.66	3.78	1.37	0.15	0.00	0.01	0.01	0.01
CALIFORNIA	90.60	3.28	5.99	0.07	0.06	0.00	0.00	0.00
COLORADO	64.86	30.15	4.92	0.01	0.00	0.00	0.02	0.04
CONNECTICUT	85.38	6.31	7.57	0.27	0.42	0.01	0.02	0.02
DELAWARE	91.77	6.40	1.83	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	72.55	2.94	23.86	0.49	0.16	0.00	0.00	0.00
FLORIDA	88.58	7.89	3.29	0.06	0.00	0.17	0.00	0.01
GEORGIA	69.74	29.30	0.93	0.00	0.01	0.00	0.00	0.01
HAWAII	91.34	5.92	2.00	0.67	0.00	0.00	0.00	0.07
IDAHO	98.00	1.64	0.32	0.00	0.03	0.00	0.00	0.00
ILLINOIS	94.18	2.53	3.12	0.13	0.02	0.01	0.00	0.01
INDIANA	99.87	0.00	0.00	0.01	0.00	0.12	0.00	0.00
IOWA	97.90	1.64	0.44	0.02	.	[illegible]	0.00	0.00
KANSAS	98.73	0.73	0.45	0.05	0.02	0.02	0.01	0.01
KENTUCKY	83.61	15.14	0.34	0.88	0.00	0.01	0.00	0.00
LOUISIANA	93.63	1.22	4.83	0.06	0.01	0.05	0.01	0.20
MAINE	84.76	12.15	2.92	0.05	0.07	0.00	0.00	0.05
MARYLAND	75.83	9.37	13.65	0.92	0.12	0.00	0.03	0.08
MASSACHUSETTS	60.66	15.42	17.38	2.04	2.94	0.00	0.54	1.01
MICHIGAN	95.78	2.05	1.95	0.21	.	0.00	0.00	0.01
MINNESOTA	11.41	87.77	0.71	0.08	.	0.01	.	0.02
MISSISSIPPI	68.78	26.04	5.10	0.05	0.01	0.00	0.00	0.02
MISSOURI	78.08	17.33	3.96	0.53	0.01	0.09	0.00	0.00
MONTANA	96.58	2.16	1.23	0.00	0.00	0.03	0.00	0.00
NEBRASKA	95.40	1.77	2.05	0.49	0.06	0.10	0.00	0.12
NEVADA	93.78	0.76	5.43	0.03	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	59.78	19.82	18.37	0.79	0.79	0.03	0.16	0.25
NEW JERSEY	94.25	0.89	3.76	0.16	0.89	0.00	0.00	0.03
NEW MEXICO	62.21	23.08	14.58	0.00	0.03	0.00	0.00	0.10
NEW YORK	55.67	14.91	27.40	1.64	0.29	0.00	0.00	0.09
NORTH CAROLINA	95.51	3.64	0.78	0.02	0.02	0.00	0.00	0.01
NORTH DAKOTA	92.03	3.90	2.71	1.00	0.03	.	0.03	0.31
OHIO	83.36	0.00	0.00	0.00	16.63	0.01	.	0.00
OKLAHOMA	96.18	2.61	0.99	0.12	0.08	0.01	0.01	0.01
OREGON	87.21	7.98	4.32	0.04	0.31	0.01	0.03	0.10
PENNSYLVANIA	92.83	5.48	1.63	0.01	0.00	0.02	0.00	0.04
PUERTO RICO	24.48	60.18	10.93	0.75	2.32	0.15	0.00	1.20
RHODE ISLAND	89.96	4.10	5.44	0.09	0.30	0.00	0.00	0.12
SOUTH CAROLINA	91.85	6.90	1.19	0.00	0.06	0.00	0.00	0.00
SOUTH DAKOTA	6.52	90.88	2.45	0.08	0.00	0.00	0.00	0.08
TENNESSEE	88.92	7.71	3.26	0.06	0.03	0.00	0.00	0.02
TEXAS	5.11	65.76	25.58	1.66	0.04	0.01	0.34	1.49
UTAH	66.47	28.51	4.92	0.01	0.00	0.08	0.01	0.00
VERMONT	95.07	1.91	2.10	0.15	0.18	0.04	0.07	0.48
VIRGINIA	84.33	14.83	0.68	0.02	0.05	0.01	0.02	0.07
WASHINGTON	94.87	2.35	2.74	0.00	0.04	0.00	0.00	0.00
WEST VIRGINIA	4.25	93.61	2.13	0.00	0.00	0.01	0.00	0.00
WISCONSIN	93.32	4.68	1.88	0.07	0.02	0.00	0.00	0.03
WYOMING	50.00	34.38	0.00	0.00	12.50	0.00	1.56	1.56
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	89.80	6.12	3.57	0.51	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	89.36	10.64	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	27.78	16.67	0.00	5.56	0.00	0.00	0.00
VIRGIN ISLANDS	78.65	3.37	17.98	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	28.10	65.46	6.32	0.00	0.12	0.00	0.00	0.00
U.S. AND INSULAR AREAS	78.88	13.90	5.65	0.33	1.03	0.02	0.04	0.15
50 STATES, D.C. & P.R.	78.92	13.86	5.64	0.33	1.03	0.03	0.04	0.15

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,032	5,682	16,877	533	24	53	6	47
ALASKA	25	136	271	2	0	0	0	2
ARIZONA	27	778	3,707	456	91	0	1	22
ARKANSAS	1,098	4,533	3,794	80	351	184	115	49
CALIFORNIA	695	476	18,597	4,199	289	533	0	12
COLORADO	59	689	2,098	41	30	3	2	5
CONNECTICUT	98	589	2,242	508	87	4	36	10
DELAWARE	73	363	590	330	1	1	17	5
DISTRICT OF COLUMBIA	9	80	569	225	29	1	9	0
FLORIDA	376	1,197	17,873	5,210	0	23	0	80
GEORGIA	1,745	6,242	14,188	223	12	287	11	16
HAWAII	31	257	1,012	19	2	0	2	6
IDAHO	494	957	1,191	65	8	3	0	9
ILLINOIS	116	644	17,238	2,789	1,430	194	653	13
INDIANA	102	1,928	15,587	1,509	0	47	48	24
IOWA	31	6,421	3,532	306	.	60	8	5
KANSAS	241	995	3,476	463	16	63	40	6
KENTUCKY	1,693	9,157	6,667	352	13	35	1	69
LOUISIANA	168	662	8,179	1,047	1	578	25	55
MAINE	160	693	1,057	44	63	0	4	6
MARYLAND	191	416	2,809	1,642	140	9	74	14
MASSACHUSETTS	17,200	4,370	4,929	579	772	0	154	287
MICHIGAN	624	2,811	10,130	4,815	.	21	7	19
MINNESOTA	268	7,076	2,015	221	.	91	.	22
MISSISSIPPI	236	1,274	4,360	115	1	149	6	50
MISSOURI	904	2,344	10,042	3,910	69	149	10	111
MONTANA	219	256	577	2	0	8	2	1
NEBRASKA	653	1,350	1,923	162	13	40	10	3
NEVADA	4	264	583	333	0	0	0	6
NEW HAMPSHIRE	195	131	417	37	70	1	27	4
NEW JERSEY	32	104	2,594	1,907	623	42	19	23
NEW MEXICO	31	507	1,300	0	12	16	0	48
NEW YORK	86	840	12,250	5,771	473	98	82	78
NORTH CAROLINA	1,834	7,383	8,957	1,303	174	100	258	45
NORTH DAKOTA	140	271	866	20	8	9	23	9
OHIO	917	5,250	34,126	1,239	182	169	.	50
OKLAHOMA	892	3,892	6,102	203	8	54	8	25
OREGON	337	779	2,328	28	14	19	2	18
PENNSYLVANIA	967	6,021	22,146	3,013	168	82	149	114
PUERTO RICO	168	5,676	7,584	1,265	281	66	44	419
RHODE ISLAND	21	26	809	4	160	0	18	5
SOUTH CAROLINA	481	4,662	7,827	917	0	11	2	28
SOUTH DAKOTA	28	915	318	10	63	22	109	1
TENNESSEE	733	3,629	7,385	339	195	219	11	42
TEXAS	1,160	14,913	6,213	545	128	127	79	405
UTAH	227	504	2,349	181	0	0	0	4
VERMONT	964	135	327	14	7	2	7	6
VIRGINIA	310	2,678	8,687	626	26	142	51	64
WASHINGTON	1,211	2,162	4,238	27	8	4	1	4
WEST VIRGINIA	47	2,073	5,232	327	33	41	0	15
WISCONSIN	155	1,186	2,895	237	2	3	0	5
WYOMING	241	228	33	22	0	86	11	4
AMERICAN SAMOA	141	21	17	0	0	0	0	0
GUAM	11	40	104	10	2	0	0	0
NORTHERN MARIANAS	30	36	0	0	0	0	0	0
PALAU	10	10	2	0	0	0	0	0
VIRGIN ISLANDS	0	15	546	27	0	6	4	16
BUR. OF INDIAN AFFAIRS	2	149	58	0	0	0	22	1
U.S. AND INSULAR AREAS	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387
50 STATES, D.C. & P.R.	40,749	126,605	321,096	48,215	6,077	3,849	2,142	2,370

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8.05	22.50	66.83	2.11	0.10	0.21	0.02	0.19
ALASKA	5.73	31.19	62.16	0.46	0.00	0.00	0.00	0.46
ARIZONA	0.53	15.31	72.94	8.97	1.79	0.00	0.02	0.43
ARKANSAS	10.76	44.42	37.18	0.78	3.44	1.80	1.13	0.48
CALIFORNIA	2.80	1.92	74.98	16.93	1.17	2.15	0.00	0.05
COLORADO	2.02	23.54	71.68	1.40	1.02	0.10	0.07	0.17
CONNECTICUT	2.74	16.48	62.73	14.21	2.43	0.11	1.01	0.28
DELAWARE	5.29	26.30	42.75	23.91	0.07	0.07	1.23	0.36
DISTRICT OF COLUMBIA	0.98	8.68	61.71	24.40	3.15	0.11	0.98	0.00
FLORIDA	1.52	4.83	72.19	21.04	0.00	0.09	0.00	0.32
GEORGIA	7.68	27.47	62.44	0.98	0.05	1.26	0.05	0.07
HAWAII	2.33	19.34	76.15	1.43	0.15	0.00	0.15	0.45
IDAHO	18.12	35.09	43.67	2.38	0.29	0.11	0.00	0.33
ILLINOIS	0.50	2.79	74.70	12.09	6.20	0.84	2.83	0.06
INDIANA	0.53	10.02	80.99	7.84	0.00	0.24	0.25	0.12
IOWA	0.30	61.96	34.08	2.95	.	0.58	0.08	0.05
KANSAS	4.55	18.77	65.58	8.74	0.30	1.19	0.75	0.11
KENTUCKY	9.41	50.91	37.07	1.96	0.07	0.19	0.01	0.38
LOUISIANA	1.57	6.18	76.33	9.77	0.01	5.39	0.23	0.51
MAINE	7.89	34.19	52.15	2.17	3.11	0.00	0.20	0.30
MARYLAND	3.61	7.86	53.05	31.01	2.64	0.17	1.40	0.26
MASSACHUSETTS	60.80	15.45	17.42	2.05	2.73	0.00	0.54	1.01
MICHIGAN	3.39	15.25	54.97	26.13	.	0.11	0.04	0.10
MINNESOTA	2.76	73.00	20.79	2.28	.	0.94	.	0.23
MISSISSIPPI	3.81	20.58	70.42	1.86	0.02	2.41	0.10	0.81
MISSOURI	5.15	13.36	57.26	22.29	0.39	0.85	0.06	0.63
MONTANA	20.56	24.04	54.18	0.19	0.00	0.75	0.19	0.09
NEBRASKA	15.72	32.50	46.29	3.90	0.31	0.96	0.24	0.07
NEVADA	0.34	22.18	48.99	27.98	0.00	0.00	0.00	0.50
NEW HAMPSHIRE	22.11	14.85	47.28	4.20	7.94	0.11	3.06	0.45
NEW JERSEY	0.60	1.95	48.54	35.68	11.66	0.79	0.36	0.43
NEW MEXICO	1.62	26.49	67.92	0.00	0.63	0.84	0.00	2.51
NEW YORK	0.44	4.27	62.25	29.33	2.40	0.50	0.42	0.40
NORTH CAROLINA	9.15	36.82	44.66	6.50	0.87	0.50	1.29	0.22
NORTH DAKOTA	10.40	20.13	64.34	1.49	0.59	0.67	1.71	0.67
OHIO	2.19	12.52	81.38	2.95	0.43	0.40	.	0.12
OKLAHOMA	7.98	34.80	54.56	1.82	0.07	0.48	0.07	0.22
OREGON	9.56	22.10	66.04	0.79	0.40	0.54	0.06	0.51
PENNSYLVANIA	2.96	18.44	67.81	9.23	0.51	0.25	0.46	0.35
PUERTO RICO	1.08	36.61	48.92	8.16	1.81	0.43	0.28	2.70
RHODE ISLAND	2.01	2.49	77.56	0.38	15.34	0.00	1.73	0.48
SOUTH CAROLINA	3.45	33.47	56.20	6.58	0.00	0.08	0.01	0.20
SOUTH DAKOTA	1.91	62.41	21.69	0.68	4.30	1.50	7.44	0.07
TENNESSEE	5.84	28.91	58.83	2.70	1.55	1.74	0.09	0.33
TEXAS	4.92	63.27	26.36	2.31	0.54	0.54	0.34	1.72
UTAH	6.95	15.44	71.94	5.54	0.00	0.00	0.00	0.12
VERMONT	65.94	9.23	22.37	0.96	0.48	0.14	0.48	0.41
VIRGINIA	2.46	21.28	69.03	4.97	0.21	1.13	0.41	0.51
WASHINGTON	15.82	28.24	55.36	0.35	0.10	0.05	0.01	0.05
WEST VIRGINIA	0.61	26.69	67.35	4.21	0.42	0.53	0.00	0.19
WISCONSIN	3.46	26.46	64.58	5.29	0.04	0.07	0.00	0.11
WYOMING	38.56	36.48	5.28	3.52	0.00	13.76	1.76	0.64
AMERICAN SAMOA	78.77	11.73	9.50	0.00	0.00	0.00	0.00	0.00
GUAM	6.59	23.95	62.28	5.99	1.20	0.00	0.00	0.00
NORTHERN MARIANAS	45.45	54.55	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	45.45	45.45	9.09	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	2.44	88.93	4.40	0.00	0.98	0.65	2.61
BUR. OF INDIAN AFFAIRS	0.86	64.22	25.00	0.00	0.00	0.00	9.48	0.43
U.S. AND INSULAR AREAS	7.41	22.97	58.26	8.74	1.10	0.70	0.39	0.43
50 STATES, D.C. & P.R.	7.39	22.97	58.26	8.75	1.10	0.70	0.39	0.43

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,447	1,080	1,375	53	36	89	154	97
ALASKA	102	197	214	65	0	0	0	8
ARIZONA	28	1,010	1,235	266	129	0	423	27
ARKANSAS	29	91	84	9	15	0	26	3
CALIFORNIA	456	772	5,558	1,172	4,488	288	0	23
COLORADO	1,755	3,945	2,127	205	8	135	394	268
CONNECTICUT	3,394	2,002	2,792	677	983	179	626	196
DELAWARE	403	503	373	196	1	9	16	22
DISTRICT OF COLUMBIA	19	59	243	91	84	0	266	49
FLORIDA	3,299	6,316	11,779	2,133	0	66	237	51
GEORGIA	5,880	7,135	5,469	0	2	292	47	7
HAWAII	201	276	486	0	17	69	61	5
IDAHO	164	74	88	36	12	14	2	2
ILLINOIS	631	4,677	11,235	3,462	3,170	1,056	525	59
INDIANA	606	1,045	3,111	316	0	104	66	77
IOWA	154	3,748	2,669	366	.	243	83	35
KANSAS	1,413	1,537	975	247	12	427	74	15
KENTUCKY	161	1,163	1,278	217	3	285	56	36
LOUISIANA	338	473	2,836	304	1	198	61	58
MAINE	1,492	1,291	814	159	156	3	138	60
MARYLAND	548	439	1,842	695	710	189	336	55
MASSACHUSETTS	11,116	2,825	3,186	375	538	0	100	187
MICHIGAN	5,191	5,170	5,848	1,467	.	607	299	26
MINNESOTA	1,197	8,152	795	1,026	.	772	.	228
MISSISSIPPI	17	65	113	0	6	3	9	9
MISSOURI	1,686	4,166	3,616	742	422	298	80	486
MONTANA	249	161	193	49	0	91	29	2
NEBRASKA	921	587	730	71	40	60	6	8
NEVADA	83	529	290	39	0	9	4	6
NEW HAMPSHIRE	797	382	305	3	139	42	145	10
NEW JERSEY	586	2,202	4,483	2,314	3,822	255	30	330
NEW MEXICO	889	758	1,506	0	17	8	0	121
NEW YORK	828	7,065	22,272	5,800	4,127	378	370	1,529
NORTH CAROLINA	3,065	2,446	3,442	314	10	173	8	161
NORTH DAKOTA	170	118	119	3	.	12	14	2
OHIO	441	1,142	3,910	3,093	10	126	.	224
OKLAHOMA	144	276	1,024	74	11	91	34	37
OREGON	875	790	692	124	355	53	70	84
PENNSYLVANIA	1,873	4,383	7,538	1,716	1,869	579	246	216
PUERTO RICO	28	251	445	39	6	0	2	51
RHODE ISLAND	324	228	524	6	179	0	172	16
SOUTH CAROLINA	572	2,266	2,270	293	1	49	18	17
SOUTH DAKOTA	38	191	38	9	75	13	119	2
TENNESSEE	620	575	920	150	127	189	9	18
TEXAS	1,360	17,525	6,849	484	111	34	91	415
UTAH	2,856	3,339	1,763	201	0	0	0	81
VERMONT	620	42	54	67	16	16	55	17
VIRGINIA	1,354	1,965	4,119	278	265	45	377	106
WASHINGTON	1,280	1,697	1,241	182	113	44	15	80
WEST VIRGINIA	226	873	908	63	0	39	5	4
WISCONSIN	2,159	5,071	3,424	244	10	24	0	28
WYOMING	318	358	19	17	0	47	20	6
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	6	14	8	1	2	1	0	1
NORTHERN MARIANAS	12	0	3	0	0	0	0	0
PALAU	15	8	11	0	0	0	0	0
VIRGIN ISLANDS	0	0	22	0	0	1	14	0
BUR. OF INDIAN AFFAIRS	26	135	39	1	5	4	34	3
U.S. AND INSULAR AREAS	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664
50 STATES, D.C. & P.R.	65,403	113,431	139,219	29,912	22,096	7,703	5,918	5,660

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16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.90	20.26	25.79	0.99	0.68	1.67	2.89	1.82
ALASKA	17.41	33.62	36.52	11.09	0.00	0.00	0.00	1.37
ARIZONA	0.90	32.39	39.61	8.53	4.14	0.00	13.57	0.87
ARKANSAS	11.28	35.41	32.68	3.50	5.84	0.00	10.12	1.17
CALIFORNIA	3.57	6.05	43.57	9.19	35.18	2.26	0.00	0.18
COLORADO	19.86	44.64	24.07	2.32	0.09	1.53	4.46	3.03
CONNECTICUT	31.28	18.45	25.74	6.24	9.06	1.65	5.77	1.81
DELAWARE	26.46	33.03	24.49	12.87	0.07	0.59	1.05	1.44
DISTRICT OF COLUMBIA	2.34	7.27	29.96	11.22	10.36	0.00	32.80	6.04
FLORIDA	13.81	26.45	49.32	8.93	0.00	0.28	0.99	0.21
GEORGIA	31.22	37.89	29.04	0.00	0.01	1.55	0.25	0.04
HAWAII	18.03	24.75	43.59	0.00	1.52	6.19	5.47	0.45
IDAHO	41.84	18.88	22.45	9.18	3.06	3.57	0.51	0.51
ILLINOIS	2.54	18.85	45.28	13.95	12.77	4.26	2.12	0.24
INDIANA	11.38	19.62	58.42	5.93	0.00	1.95	1.24	1.45
IOWA	2.11	51.36	36.57	5.02	.	3.33	1.14	0.48
KANSAS	30.06	32.70	20.74	5.26	0.26	9.09	1.57	0.32
KENTUCKY	5.03	36.36	39.95	6.78	0.09	8.91	1.75	1.13
LOUISIANA	7.92	11.08	66.43	7.12	0.02	4.64	1.43	1.36
MAINE	36.28	31.39	19.79	3.87	3.79	0.07	3.36	1.46
MARYLAND	11.38	9.12	38.26	14.44	14.75	3.93	6.98	1.14
MASSACHUSETTS	60.65	15.41	17.38	2.05	2.94	0.00	0.55	1.02
MICHIGAN	27.90	27.78	31.43	7.88	.	3.26	1.61	0.14
MINNESOTA	9.84	66.98	6.53	8.43	.	6.34	.	1.87
MISSISSIPPI	7.66	29.28	50.90	0.00	2.70	1.35	4.05	4.05
MISSOURI	14.67	36.24	31.45	6.45	3.67	2.59	0.70	4.23
MONTANA	32.17	20.80	24.94	6.33	0.00	11.76	3.75	0.26
NEBRASKA	38.01	24.23	30.13	2.93	1.65	2.48	0.25	0.33
NEVADA	8.65	55.10	30.21	4.06	0.00	0.94	0.42	0.62
NEW HAMPSHIRE	43.72	20.95	16.73	0.16	7.62	2.30	7.95	0.55
NEW JERSEY	4.18	15.70	31.97	16.50	27.26	1.82	0.21	2.35
NEW MEXICO	26.95	22.98	45.65	0.00	0.52	0.24	0.00	3.67
NEW YORK	1.95	16.67	52.57	13.69	9.74	0.89	0.87	3.61
NORTH CAROLINA	31.86	25.43	35.78	3.26	0.10	1.80	0.08	1.67
NORTH DAKOTA	38.81	26.94	27.17	0.68	.	2.74	3.20	0.46
OHIO	4.93	12.77	43.71	38.57	0.11	1.41	.	2.50
OKLAHOMA	8.52	16.32	60.56	4.38	0.65	5.38	2.01	2.19
OREGON	28.75	25.96	22.74	4.07	11.67	1.74	2.30	2.76
PENNSYLVANIA	10.17	23.79	40.92	9.32	10.15	3.14	1.34	1.17
PUERTO RICO	3.41	30.54	54.14	4.74	0.73	0.00	0.24	6.20
RHODE ISLAND	22.36	15.73	36.16	0.41	12.35	0.00	11.87	1.10
SOUTH CAROLINA	10.43	41.31	41.38	5.34	0.02	0.89	0.33	0.31
SOUTH DAKOTA	7.84	39.38	7.84	1.86	15.46	2.68	24.54	0.41
TENNESSEE	23.77	22.05	35.28	5.75	4.87	7.25	0.35	0.69
TEXAS	5.06	65.22	25.49	1.80	0.41	0.13	0.34	1.54
UTAH	34.66	40.52	21.40	2.44	0.00	0.00	0.00	0.98
VERMONT	69.90	4.74	6.09	7.55	1.80	1.80	6.20	1.92
VIRGINIA	15.91	23.09	48.41	3.27	3.11	0.53	4.43	1.25
WASHINGTON	27.52	36.48	26.68	3.91	2.43	0.95	0.32	1.72
WEST VIRGINIA	10.67	41.22	42.87	2.97	0.00	1.84	0.24	0.19
WISCONSIN	19.70	46.27	31.24	2.23	0.09	0.22	0.00	0.26
WYOMING	40.51	45.61	2.42	2.17	0.00	5.99	2.55	0.76
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	18.18	42.42	24.24	3.03	6.06	3.03	0.00	3.03
NORTHERN MARIANAS	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
PALAU	44.12	23.53	32.35	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	59.46	0.00	0.00	2.70	37.84	0.00
BUR. OF INDIAN AFFAIRS	10.53	54.66	15.79	0.40	2.02	1.62	13.77	1.21
U.S. AND INSULAR AREAS	16.80	29.15	35.75	7.68	5.67	1.98	1.53	1.45
50 STATES, D.C. & P.R.	16.80	29.13	35.76	7.68	5.68	1.98	1.52	1.45

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL CNTL(LRXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	395	109	251	29	1	190	3	2
ALASKA	38	29	60	0	0	0	0	0
ARIZONA	52	425	149	206	0	172	0	0
ARKANSAS	153	122	47	52	4	130	0	1
CALIFORNIA	1,057	498	4,554	42	43	864	0	0
COLORADO	278	258	167	6	0	60	0	2
CONNECTICUT	278	115	100	45	91	2	49	2
DELAWARE	67	73	46	16	0	0	0	0
DISTRICT OF COLUMBIA	5	4	16	0	0	0	1	0
FLORIDA	352	283	1,012	26	0	307	0	1
GEORGIA	272	296	317	139	0	169	1	0
HAWAII	65	66	106	10	0	0	0	0
IDAHO	160	41	28	0	0	0	0	0
ILLINOIS	343	494	1,528	75	9	244	15	0
INDIANA	110	315	476	157	0	152	0	0
IOWA	265	226	165	8	.	134	2	0
KANSAS	175	131	113	16	0	185	0	0
KENTUCKY	158	222	109	11	0	296	0	0
LOUISIANA	265	214	455	9	3	264	0	2
MAINE	159	66	17	8	0	30	0	0
MARYLAND	468	113	251	55	0	250	4	2
MASSACHUSETTS	1,136	290	325	39	55	0	10	18
MICHIGAN	930	479	779	268	.	2	0	4
MINNESOTA	321	790	59	17	.	29	.	3
MISSISSIPPI	37	129	172	7	0	143	1	2
MISSOURI	392	244	360	142	12	227	0	10
MONTANA	101	31	22	6	0	63	0	0
NEBRASKA	281	78	74	9	2	41	0	3
NEVADA	40	16	99	0	1	1	2	0
NEW HAMPSHIRE	48	4	19	141	5	0	19	0
NEW JERSEY	64	229	422	434	122	0	1	0
NEW MEXICO	125	64	112	0	1	93	0	1
NEW YORK	752	706	830	505	1,078	102	3	25
NORTH CAROLINA	834	295	232	10	0	494	0	1
NORTH DAKOTA	74	22	17	1	.	41	.	.
OHIO	496	161	1,296	87	23	131	.	4
OKLAHOMA	185	106	171	48	10	100	1	3
OREGON	646	125	146	1	16	128	1	9
PENNSYLVANIA	1,668	323	566	46	318	1	216	11
PUERTO RICO	36	294	369	40	151	1	4	13
RHODE ISLAND	25	11	9	106	2	0	1	0
SOUTH CAROLINA	300	311	233	29	0	133	2	0
SOUTH DAKOTA	85	103	3	54	0	71	1	0
TENNESSEE	448	216	307	73	1	168	2	1
TEXAS	134	1,688	1,831	417	3	277	11	188
UTAH	159	148	248	40	0	2	0	0
VERMONT	132	6	3	0	5	7	30	0
VIRGINIA	387	216	380	13	1	387	1	5
WASHINGTON	881	426	435	12	28	15	0	1
WEST VIRGINIA	48	125	89	20	3	89	2	0
WISCONSIN	152	24	59	11	0	24	0	0
WYOMING	65	52	0	15	0	9	0	1
AMERICAN SAMOA	1	0	13	0	0	0	0	0
GUAM	9	2	16	1	0	0	0	0
NORTHERN MARIANAS	36	3	0	0	0	0	0	0
PALAU	12	8	7	0	0	0	0	0
VIRGIN ISLANDS	0	0	22	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	19	1	2	0	33	0	0
U.S. AND INSULAR AREAS	16,157	11,844	19,693	3,504	1,988	6,261	383	315
50 STATES, D.C. & P.R.	16,097	11,812	19,634	3,501	1,988	6,228	383	315

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBKENP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPARATE CLASS	 PUBLIC SEPARATE FACILITY	 PRIVATE SEPARATE FACILITY	 PUBLIC RESIDENTIAL FACILITY	 PRIVATE RESIDENTIAL FACILITY	 HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	40.31	11.12	25.61	2.96	0.10	19.39	0.31	0.20
ALASKA	29.92	22.83	47.24	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.18	42.33	14.84	20.52	0.00	17.13	0.00	0.00
ARKANSAS	30.06	23.97	9.23	10.22	0.79	25.54	0.00	0.20
CALIFORNIA	14.98	7.06	64.52	0.60	0.61	12.24	0.00	0.00
COLORADO	36.06	33.46	21.66	0.78	0.00	7.78	0.00	0.26
CONNECTICUT	40.76	16.86	14.66	6.60	13.34	0.29	7.18	0.29
DELAWARE	33.17	36.14	22.77	7.92	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	19.23	15.38	61.54	0.00	0.00	0.00	3.85	0.00
FLORIDA	17.77	14.29	51.09	1.31	0.00	15.50	0.00	0.05
GEORGIA	22.78	24.79	26.55	11.64	0.00	14.15	0.08	0.00
HAWAII	26.32	26.72	42.91	4.05	0.00	0.00	0.00	0.00
IDAHO	69.87	17.90	12.23	0.00	0.00	0.00	0.00	0.00
ILLINOIS	12.67	18.24	56.43	2.77	0.33	9.01	0.55	0.00
INDIANA	9.09	26.03	39.34	12.98	0.00	12.56	0.00	0.00
IOWA	33.12	28.25	20.62	1.00	.	16.75	0.25	0.00
KANSAS	28.23	21.13	18.23	2.58	0.00	29.84	0.00	0.00
KENTUCKY	19.85	27.89	13.69	1.38	0.00	37.19	0.00	0.00
LOUISIANA	21.86	17.66	37.54	0.74	0.25	21.78	0.00	0.17
MAINE	56.79	23.57	6.07	2.86	0.00	10.71	0.00	0.00
MARYLAND	40.94	9.89	21.96	4.81	0.00	21.87	0.35	0.17
MASSACHUSETTS	60.65	15.48	17.35	2.08	2.94	0.00	0.53	0.96
MICHIGAN	37.77	19.46	31.64	10.89	.	0.08	0.00	0.16
MINNESOTA	26.33	64.81	4.84	1.39	.	2.38	.	0.25
MISSISSIPPI	7.54	26.27	35.03	1.43	0.00	29.12	0.20	0.41
MISSOURI	28.26	17.59	25.96	10.24	0.87	16.37	0.00	0.72
MONTANA	45.29	13.90	9.87	2.69	0.00	28.25	0.00	0.00
NEBRASKA	57.58	15.98	15.16	1.84	0.41	8.40	0.00	0.61
NEVADA	25.16	10.06	62.26	0.00	0.63	0.63	1.26	0.00
NEW HAMPSHIRE	20.34	1.69	8.05	59.75	2.12	0.00	8.05	0.00
NEW JERSEY	5.03	18.00	33.18	34.12	9.59	0.00	0.08	0.00
NEW MEXICO	31.57	16.16	28.28	0.00	0.25	23.48	0.00	0.25
NEW YORK	18.80	17.65	20.74	12.62	26.94	2.55	0.07	0.62
NORTH CAROLINA	44.69	15.81	12.43	0.54	0.00	26.47	0.00	0.05
NORTH DAKOTA	47.74	14.19	10.97	0.65	.	26.45	.	.
OHIO	22.57	7.32	58.96	3.96	1.05	5.96	.	0.18
OKLAHOMA	29.65	16.99	27.40	7.69	1.60	16.03	0.16	0.48
OREGON	60.26	11.66	13.62	0.09	1.49	11.94	0.09	0.84
PENNSYLVANIA	52.97	10.26	17.97	1.46	10.10	0.03	6.86	0.35
PUERTO RICO	3.96	32.38	40.64	4.41	16.63	0.11	0.44	1.43
RHODE ISLAND	16.23	7.14	5.84	68.83	1.30	0.00	0.65	0.00
SOUTH CAROLINA	29.76	30.85	23.12	2.88	0.00	13.19	0.20	0.00
SOUTH DAKOTA	26.81	32.49	0.95	17.03	0.00	22.40	0.32	0.00
TENNESSEE	36.84	17.76	25.25	6.00	0.08	13.82	0.16	0.08
TEXAS	2.95	37.11	40.25	9.17	0.07	6.09	0.24	4.13
UTAH	26.63	24.79	41.54	6.70	0.00	0.34	0.00	0.00
VERMONT	72.13	3.28	1.64	0.00	2.73	3.83	16.39	0.00
VIRGINIA	27.84	15.54	27.34	0.94	0.07	27.84	0.07	0.36
WASHINGTON	49.00	23.69	24.19	0.67	1.56	0.83	0.00	0.06
WEST VIRGINIA	12.77	33.24	23.67	5.32	0.80	23.67	0.53	0.00
WISCONSIN	56.30	8.89	21.85	4.07	0.00	8.89	0.00	0.00
WYOMING	45.77	36.62	0.00	10.56	0.00	6.34	0.00	0.70
AMERICAN SAMOA	7.14	0.00	92.86	0.00	0.00	0.00	0.00	0.00
GUAM	32.14	7.14	57.14	3.57	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	92.31	7.69	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	44.44	29.63	25.93	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	3.51	33.33	1.75	3.51	0.00	57.89	0.00	0.00
U.S. AND INSULAR AREAS	26.86	19.69	32.74	5.83	3.31	10.41	0.64	0.52
50 STATES, D.C. & P.R.	26.85	19.70	32.75	5.84	3.32	10.39	0.64	0.53

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	16	24	794	92	4	60	3	26
ALASKA	44	121	275	1	0	0	1	3
ARIZONA	11	125	641	214	145	44	29	11
ARKANSAS	22	71	323	37	107	15	16	21
CALIFORNIA	153	82	4,170	786	358	1	0	0
COLORADO	186	1,040	2,077	229	0	52	15	27
CONNECTICUT	80	116	526	206	129	7	37	11
DELAWARE	9	0	15	5	0	5	0	0
DISTRICT OF COLUMBIA	3	11	26	119	80	4	2	0
FLORIDA	.	.	.	.	0	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	3	226	1	2	0	0	5
IDAHO	6	24	98	2	1	1	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	458	254	0	58	23	8
IOWA	6	1	481	95	.	8	32	6
KANSAS	267	302	513	96	8	197	6	27
KENTUCKY	37	104	688	195	23	18	1	30
LOUISIANA	13	10	483	194	0	100	8	33
MAINE	129	294	478	29	21	22	29	22
MARYLAND	251	209	963	1,482	266	31	72	38
MASSACHUSETTS	1,785	454	511	61	87	0	16	147
MICHIGAN	24	11	297	1,460	.	7	1	46
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2	7	179	26	2	44	1	16
MISSOURI	30	80	146	286	232	67	6	8
MONTANA	84	65	225	9	0	12	2	4
NEBRASKA	28	29	287	56	5	2	6	11
NEVADA	3	34	60	159	0	0	1	3
NEW HAMPSHIRE	49	15	32	79	45	2	19	5
NEW JERSEY	142	510	1,763	2,330	2,330	193	46	98
NEW MEXICO	26	37	571	0	0	32	0	18
NEW YORK	121	614	3,331	4,008	1,949	104	308	235
NORTH CAROLINA	39	87	567	221	31	175	124	21
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	28	507	4,374	5,047	2	13	.	57
OKLAHOMA	33	46	838	195	4	161	16	32
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	5	2	51	48	0	1	1	8
PUERTO RICO	23	42	311	56	45	9	7	770
RHODE ISLAND	3	4	44	0	41	0	5	1
SOUTH CAROLINA	20	59	131	35	0	108	0	2
SOUTH DAKOTA	6	147	137	15	21	49	92	12
TENNESSEE	36	62	1,093	86	110	51	0	40
TEXAS	151	1,937	723	108	216	44	9	68
UTAH	31	70	600	666	0	0	0	18
VERMONT	40	8	58	10	1	1	7	2
VIRGINIA	123	142	969	72	33	204	29	15
WASHINGTON	159	290	1,462	28	21	0	0	20
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,947	8,196	7,833	378	7	312	1	37
WYOMING	0	0	0	0	0	44	0	0
AMERICAN SAMOA	0	0	10	0	0	0	0	0
GUAM	1	7	22	21	0	0	0	3
NORTHERN MARIANAS	15	22	24	0	0	0	0	2
PALAU	5	11	3	0	0	0	0	0
VIRGIN ISLANDS	0	0	23	23	3	0	3	5
BUR. OF INDIAN AFFAIRS	2	53	89	1	0	3	39	0
U.S. AND INSULAR AREAS	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973
50 STATES, D.C. & P.R.	6,172	15,992	39,828	19,476	6,326	2,258	971	1,963

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	1.57	2.36	77.92	9.03	0.39	5.89	0.29	2.55
ALASKA	9.89	27.19	61.80	0.22	0.00	0.00	0.22	0.67
ARIZONA	0.90	10.25	52.54	17.54	11.89	3.61	2.38	0.90
ARKANSAS	3.59	11.60	52.78	6.05	17.48	2.45	2.61	3.43
CALIFORNIA	2.76	1.48	75.14	14.16	6.45	0.02	0.00	0.00
COLORADO	5.13	28.68	57.28	6.32	0.00	1.43	0.41	0.74
CONNECTICUT	7.19	10.43	47.30	18.53	11.60	0.63	3.33	0.99
DELAWARE	26.47	0.00	44.12	14.71	0.00	14.71	0.00	0.00
DISTRICT OF COLUMBIA	1.22	4.49	10.61	48.57	32.65	1.63	0.82	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.42	1.26	94.96	0.42	0.84	0.00	0.00	2.10
IDAHO	4.51	18.05	73.68	1.50	0.75	0.75	0.00	0.75
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	57.18	31.71	0.00	7.24	2.87	1.00
IOWA	0.95	0.16	76.47	15.10	.	1.27	5.09	0.95
KANSAS	18.86	21.33	36.23	6.78	0.56	13.91	0.42	1.91
KENTUCKY	3.38	9.49	62.77	17.79	2.10	1.64	0.09	2.74
LOUISIANA	1.55	1.19	57.43	23.07	0.00	11.89	0.95	3.92
MAINE	12.60	28.71	46.68	2.83	2.05	2.15	2.83	2.15
MARYLAND	7.58	6.31	29.08	44.75	8.03	0.94	2.17	1.15
MASSACHUSETTS	58.31	14.83	16.69	1.99	2.84	0.00	0.52	4.80
MICHIGAN	1.30	0.60	16.09	79.09	.	0.38	0.05	2.49
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.72	2.53	64.62	9.39	0.72	15.88	0.36	5.78
MISSOURI	3.51	9.36	17.08	33.45	27.13	7.84	0.70	0.94
MONTANA	20.95	16.21	56.11	2.28	0.00	2.99	0.50	1.00
NEBRASKA	6.60	6.84	67.69	13.21	1.18	0.47	1.42	2.59
NEVADA	1.15	13.08	23.08	61.15	0.00	0.00	0.38	1.15
NEW HAMPSHIRE	19.92	6.10	13.01	32.11	18.29	0.81	7.72	2.03
NEW JERSEY	1.92	6.88	23.79	31.44	31.44	2.60	0.62	1.32
NEW MEXICO	3.80	5.41	83.48	0.00	0.00	4.68	0.00	2.63
NEW YORK	1.13	5.75	31.22	37.56	18.27	0.97	2.89	2.20
NORTH CAROLINA	3.08	6.88	44.82	17.47	2.45	13.83	9.80	1.66
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.28	5.06	43.62	50.33	0.02	0.13	.	0.57
OKLAHOMA	2.49	3.47	63.25	14.72	0.30	12.15	1.21	2.42
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4.31	1.72	43.97	41.38	0.00	0.86	0.86	6.90
PUERTO RICO	1.82	3.33	24.62	4.43	3.56	0.71	0.55	60.97
RHODE ISLAND	3.06	4.08	44.90	0.00	41.84	0.00	5.10	1.02
SOUTH CAROLINA	5.63	16.62	36.90	9.86	0.00	30.42	0.00	0.56
SOUTH DAKOTA	1.25	30.69	28.60	3.13	4.38	10.23	19.21	2.51
TENNESSEE	2.44	4.19	73.95	5.82	7.44	3.45	0.00	2.71
TEXAS	4.64	59.49	22.21	3.32	6.63	1.35	0.28	2.09
UTAH	2.24	5.05	43.32	48.09	0.00	0.00	0.00	1.30
VERMONT	31.50	6.30	45.67	7.87	0.79	0.79	5.51	1.57
VIRGINIA	7.75	8.95	61.06	4.54	2.08	12.85	1.83	0.95
WASHINGTON	8.03	14.65	73.84	1.41	1.06	0.00	0.00	1.01
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	10.41	43.80	41.86	2.02	0.04	1.67	0.01	0.20
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	1.85	12.96	40.74	38.89	0.00	0.00	0.00	5.56
NORTHERN MARIANAS	23.81	34.92	38.10	0.00	0.00	0.00	0.00	3.17
PALAU	26.32	57.89	15.79	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	40.35	40.35	5.26	0.00	5.26	8.77
BUR. OF INDIAN AFFAIRS	1.07	28.34	47.59	0.53	0.00	1.60	20.86	0.00
U.S. AND INSULAR AREAS	6.63	17.23	42.84	20.91	6.78	2.42	1.08	2.11
50 STATES, D.C. & P.R.	6.64	17.20	42.83	20.95	6.80	2.43	1.04	2.11

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	251	57	124	7	1	0	0	9
ALASKA	35	29	15	0	0	0	0	0
ARIZONA	88	211	192	23	14	0	0	8
ARKANSAS	54	50	40	1	12	0	3	3
CALIFORNIA	1,952	693	3,813	672	22	0	0	0
COLORADO	391	274	107	4	0	0	0	23
CONNECTICUT	161	28	35	9	19	1	0	18
DELAWARE	56	33	58	94	0	0	0	46
DISTRICT OF COLUMBIA	4	0	3	60	0	0	0	0
FLORIDA	536	382	1,859	183	0	0	0	92
GEORGIA	130	248	297	1	0	0	1	1
HAWAII	57	29	81	19	0	0	1	0
IDAHO	108	31	47	0	0	0	0	0
ILLINOIS	327	323	1,116	616	102	49	22	167
INDIANA	189	125	362	18	0	0	0	0
IOWA	368	302	138	2	.	2	0	145
KANSAS	226	43	34	22	6	1	0	4
KENTUCKY	196	93	104	6	1	1	0	11
LOUISIANA	260	201	516	35	0	30	0	40
MAINE	124	39	9	0	1	0	0	2
MARYLAND	208	76	236	24	6	0	0	3
MASSACHUSETTS	893	227	257	30	43	0	8	16
MICHIGAN	1,660	873	1,096	239	.	1	0	44
MINNESOTA	256	831	66	5	.	9	.	8
MISSISSIPPI	85	429	452	39	0	11	5	87
MISSOURI	294	184	268	332	4	0	4	28
MONTANA	41	19	68	0	0	10	0	0
NEBRASKA	215	44	41	9	0	0	0	38
NEVADA	87	153	24	10	0	0	0	3
NEW HAMPSHIRE	60	41	26	7	0	0	0	1
NEW JERSEY	39	142	21	209	168	0	0	14
NEW MEXICO	217	120	207	0	0	0	0	10
NEW YORK	918	677	466	138	220	0	0	42
NORTH CAROLINA	538	130	172	59	1	0	1	23
NORTH DAKOTA	67	10	16	2	1	.	7	.
OHIO	750	158	1,097	146	12	0	.	1,666
OKLAHOMA	163	34	76	8	0	0	0	2
OREGON	477	134	173	3	5	1	1	22
PENNSYLVANIA	166	51	689	310	129	0	26	15
PUERTO RICO	132	156	48	7	110	0	3	37
RHODE ISLAND	39	43	41	0	16	0	2	2
SOUTH CAROLINA	165	257	269	52	2	1	1	11
SOUTH DAKOTA	32	75	4	1	10	1	100	5
TENNESSEE	289	156	375	48	4	10	0	101
TEXAS	197	2,539	1,049	84	5	16	13	66
UTAH	62	57	73	4	0	0	0	26
VERMONT	93	7	1	0	0	0	1	1
VIRGINIA	354	65	231	40	3	0	2	7
WASHINGTON	554	225	164	2	2	0	0	8
WEST VIRGINIA	67	100	106	6	1	7	2	2
WISCONSIN	313	65	87	5	0	0	0	4
WYOMING	100	40	2	3	2	3	1	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	17	1	2	1	0	0	0	0
NORTHERN MARIANAS	6	9	0	0	0	0	0	0
PALAU	15	4	1	0	0	0	0	0
VIRGIN ISLANDS	4	4	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	22	0	0	0	0	1	0
U.S. AND INSULAR AREAS	15,089	11,349	16,858	3,595	922	154	205	2,862
50 STATES, D.C. & P.R.	15,044	11,309	16,851	3,594	922	154	204	2,862

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	55.90	12.69	27.62	1.56	0.22	0.00	0.00	2.00
ALASKA	44.30	36.71	18.99	0.00	0.00	0.00	0.00	0.00
ARIZONA	16.42	39.37	35.82	4.29	2.61	0.00	0.00	1.49
ARKANSAS	33.13	30.67	24.54	0.61	7.36	0.00	1.84	1.84
CALIFORNIA	27.29	9.69	53.31	9.40	0.31	0.00	0.00	0.00
COLORADO	48.94	34.29	13.39	0.50	0.00	0.00	0.00	2.88
CONNECTICUT	59.41	10.33	12.92	3.32	7.01	0.37	0.00	6.64
DELAWARE	19.51	11.50	20.21	32.75	0.00	0.00	0.00	16.03
DISTRICT OF COLUMBIA	5.97	0.00	4.48	89.55	0.00	0.00	0.00	0.00
FLORIDA	17.56	12.52	60.91	6.00	0.00	0.00	0.00	3.01
GEORGIA	19.17	36.58	43.81	0.15	0.00	0.00	0.15	0.15
HAWAII	30.48	15.51	43.32	10.16	0.00	0.00	0.53	0.00
IDAHO	58.06	16.67	25.27	0.00	0.00	0.00	0.00	0.00
ILLINOIS	12.01	11.87	41.00	22.63	3.75	1.80	0.81	6.14
INDIANA	27.23	18.01	52.16	2.59	0.00	0.00	0.00	0.00
IOWA	38.45	31.56	14.42	0.21	.	0.21	0.00	15.15
KANSAS	67.26	12.80	10.12	6.55	1.79	0.30	0.00	1.19
KENTUCKY	47.57	22.57	25.24	1.46	0.24	0.24	0.00	2.67
LOUISIANA	24.03	18.58	47.69	3.23	0.00	2.77	0.00	3.70
MAINE	70.86	22.29	5.14	0.00	0.57	0.00	0.00	1.14
MARYLAND	37.61	13.74	42.68	4.34	1.08	0.00	0.00	0.54
MASSACHUSETTS	60.58	15.40	17.44	2.04	2.92	0.00	0.54	1.09
MICHIGAN	42.42	22.31	28.01	6.11	.	0.03	0.00	1.12
MINNESOTA	21.79	70.72	5.62	0.43	.	0.77	.	0.68
MISSISSIPPI	7.67	38.72	40.79	3.52	0.00	0.99	0.45	7.85
MISSOURI	26.39	16.52	24.06	29.80	0.36	0.00	0.36	2.51
MONTANA	29.71	13.77	49.28	0.00	0.00	7.25	0.00	0.00
NEBRASKA	61.96	12.68	11.82	2.59	0.00	0.00	0.00	10.95
NEVADA	31.41	55.23	8.66	3.61	0.00	0.00	0.00	1.08
NEW HAMPSHIRE	44.44	30.37	19.26	5.19	0.00	0.00	0.00	0.74
NEW JERSEY	6.58	23.95	3.54	35.24	28.33	0.00	0.00	2.36
NEW MEXICO	39.17	21.66	37.36	0.00	0.00	0.00	0.00	1.81
NEW YORK	37.30	27.51	18.94	5.61	8.94	0.00	0.00	1.71
NORTH CAROLINA	58.23	14.07	18.61	6.39	0.11	0.00	0.11	2.49
NORTH DAKOTA	65.05	9.71	15.53	1.94	0.97	.	6.80	.
OHIO	19.59	4.13	28.65	3.81	0.31	0.00	.	43.51
OKLAHOMA	57.60	12.01	26.86	2.83	0.00	0.00	0.00	0.71
OREGON	58.46	16.42	21.20	0.37	0.61	0.12	0.12	2.70
PENNSYLVANIA	11.98	3.68	49.71	22.37	9.31	0.00	1.88	1.08
PUERTO RICO	26.77	31.64	9.74	1.42	22.31	0.00	0.61	7.51
RHODE ISLAND	27.27	30.07	28.67	0.00	11.19	0.00	1.40	1.40
SOUTH CAROLINA	21.77	33.91	35.49	6.86	0.26	0.13	0.13	1.45
SOUTH DAKOTA	14.04	32.89	1.75	0.44	4.39	0.44	43.86	2.19
TENNESSEE	29.40	15.87	38.15	4.88	0.41	1.02	0.00	10.27
TEXAS	4.96	63.97	26.43	2.12	0.13	0.40	0.33	1.66
UTAH	27.93	25.68	32.88	1.80	0.00	0.00	0.00	11.71
VERMONT	90.29	6.80	0.97	0.00	0.00	0.00	0.97	0.97
VIRGINIA	50.43	9.26	32.91	5.70	0.43	0.00	0.28	1.00
WASHINGTON	58.01	23.56	17.17	0.21	0.21	0.00	0.00	0.84
WEST VIRGINIA	23.02	34.36	36.43	2.06	0.34	2.41	0.69	0.69
WISCONSIN	66.03	13.71	18.35	1.05	0.00	0.00	0.00	0.84
WYOMING	65.79	26.32	1.32	1.97	1.32	1.97	0.66	0.66
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	80.95	4.76	9.52	4.76	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	40.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	75.00	20.00	5.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	36.36	36.36	27.27	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	11.54	84.62	0.00	0.00	0.00	0.00	3.85	0.00
U.S. AND INSULAR AREAS	29.57	22.24	33.03	7.04	1.81	0.30	0.40	5.61
50 STATES, D.C. & P.R.	29.53	22.20	33.08	7.06	1.81	0.30	0.40	5.62

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	506	69	108	17	1	0	1	94
ALASKA	70	60	41	0	0	0	0	0
ARIZONA	1	17	15	0	0	1	0	32
ARKANSAS	88	146	93	2	12	0	2	20
CALIFORNIA	6,989	1,484	2,318	351	206	0	0	0
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	167	45	49	11	27	0	18	63
DELAWARE	39	38	35	31	0	0	1	3
DISTRICT OF COLUMBIA	0	0	16	24	36	0	2	0
FLORIDA	12	1	373	155	0	135	0	1,251
GEORGIA	125	286	114	2	0	0	0	20
HAWAII	41	69	75	3	1	0	0	8
IDAHO	159	74	41	1	0	0	0	26
ILLINOIS	76	81	406	201	129	3	14	593
INDIANA	0	3	160	30	0	0	0	0
IOWA	0	0	0	0	.	1	0	0
KANSAS	212	90	112	9	1	4	0	17
KENTUCKY	91	83	36	4	1	0	0	65
LOUISIANA	350	341	937	56	0	16	4	45
MAINE	126	85	41	1	0	0	3	17
MARYLAND	337	189	328	85	37	0	31	38
MASSACHUSETTS	1,136	290	325	39	55	0	10	18
MICHIGAN	61	63	423	391	.	0	0	4
MINNESOTA	138	531	74	11	.	10	.	12
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	182	260	40	40	4	0	2	302
MONTANA	97	38	22	0	0	0	0	21
NEBRASKA	275	83	125	5	0	1	2	52
NEVADA	9	6	5	0	0	14	0	125
NEW HAMPSHIRE	209	86	100	22	13	1	6	1
NEW JERSEY	45	168	5	107	2	0	0	156
NEW MEXICO	24	29	98	0	0	0	0	6
NEW YORK	579	549	920	1,193	313	15	83	119
NORTH CAROLINA	1,010	500	703	127	4	0	5	83
NORTH DAKOTA	39	13	12	2	.	.	5	6
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	83	41	44	14	7	1	0	15
OREGON	505	236	285	10	25	1	3	42
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	88	280	210	30	14	2	1	189
RHODE ISLAND	65	21	32	3	10	0	4	95
SOUTH CAROLINA	5	29	88	13	0	1	0	0
SOUTH DAKOTA	12	38	14	0	0	2	21	2
TENNESSEE	479	248	372	29	6	37	0	684
TEXAS	526	6,774	2,665	181	40	17	36	161
UTAH	96	146	90	1	0	0	0	11
VERMONT	143	4	7	2	4	0	5	6
VIRGINIA	187	93	406	86	9	11	26	19
WASHINGTON	2,026	2,463	2,981	23	20	2	0	17
WEST VIRGINIA	0	6	67	5	0	0	4	14
WISCONSIN	196	23	50	3	0	0	0	31
WYOMING	135	91	4	1	1	8	0	4
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	15	3	1	0	0	0	0	0
NORTHERN MARIANAS	12	9	3	0	0	0	0	0
PALAU	33	12	0	0	1	0	0	0
VIRGIN ISLANDS	1	1	0	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	23	0	0	0	0	0	2
U.S. AND INSULAR AREAS	17,802	16,319	15,469	3,323	979	283	289	4,489
50 STATES, D.C. & P.R.	17,739	16,271	15,465	3,321	978	283	289	4,487

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	63.57	8.67	13.57	2.14	0.13	0.00	0.13	11.81
ALASKA	40.94	35.09	23.98	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.52	25.76	22.73	0.00	0.00	1.52	0.00	48.48
ARKANSAS	24.24	40.22	25.62	0.55	3.31	0.00	0.55	5.51
CALIFORNIA	61.59	13.08	20.43	3.09	1.82	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	43.95	11.84	12.89	2.89	7.11	0.00	4.74	16.58
DELAWARE	26.53	25.85	23.81	21.09	0.00	0.00	0.68	2.04
DISTRICT OF COLUMBIA	0.00	0.00	20.51	30.77	46.15	0.00	2.56	0.00
FLORIDA	0.62	0.05	19.36	8.04	0.00	7.01	0.00	64.92
GEORGIA	22.85	52.29	20.84	0.37	0.00	0.00	0.00	3.66
HAWAII	20.81	35.03	38.07	1.52	0.51	0.00	0.00	4.06
IDAHO	52.82	24.58	13.62	0.33	0.00	0.00	0.00	8.64
ILLINOIS	5.06	5.39	27.01	13.37	8.58	0.20	0.93	39.45
INDIANA	0.00	1.55	82.90	15.54	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	47.64	20.22	25.17	2.02	0.22	0.90	0.00	3.82
KENTUCKY	32.50	29.64	12.86	1.43	0.36	0.00	0.00	23.21
LOUISIANA	20.01	19.50	53.57	3.20	0.00	0.91	0.23	2.57
MAINE	46.15	31.14	15.02	0.37	0.00	0.00	1.10	6.23
MARYLAND	32.25	18.09	31.39	8.13	3.54	0.00	2.97	3.64
MASSACHUSETTS	60.65	15.48	17.35	2.08	2.94	0.00	0.53	0.96
MICHIGAN	6.48	6.69	44.90	41.51	.	0.00	0.00	0.42
MINNESOTA	17.78	68.43	9.54	1.42	.	1.29	.	1.55
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	21.93	31.33	4.82	4.82	0.48	0.00	0.24	36.39
MONTANA	54.49	21.35	12.36	0.00	0.00	0.00	0.00	11.80
NEBRASKA	50.64	15.29	23.02	0.92	0.00	0.18	0.37	9.58
NEVADA	5.66	3.77	3.14	0.00	0.00	8.81	0.00	78.62
NEW HAMPSHIRE	47.72	19.63	22.83	5.02	2.97	0.23	1.37	0.23
NEW JERSEY	9.32	34.78	1.04	22.15	0.41	0.00	0.00	32.30
NEW MEXICO	15.29	18.47	62.42	0.00	0.00	0.00	0.00	3.82
NEW YORK	15.35	14.56	24.40	31.64	8.30	0.40	2.20	3.16
NORTH CAROLINA	41.53	20.56	28.91	5.22	0.16	0.00	0.21	3.41
NORTH DAKOTA	50.65	16.88	15.58	2.60	.	.	6.49	7.79
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	40.49	20.00	21.46	6.83	3.41	0.49	0.00	7.32
OREGON	45.62	21.32	25.75	0.90	2.26	0.09	0.27	3.79
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	10.81	34.40	25.80	3.69	1.72	0.25	0.12	23.22
RHODE ISLAND	28.26	9.13	13.91	1.30	4.35	0.00	1.74	41.30
SOUTH CAROLINA	3.68	21.32	64.71	9.56	0.00	0.74	0.00	0.00
SOUTH DAKOTA	13.48	42.70	15.73	0.00	0.00	2.25	23.60	2.25
TENNESSEE	25.82	13.37	20.05	1.56	0.32	1.99	0.00	36.87
TEXAS	5.06	65.13	25.62	1.74	0.38	0.16	0.35	1.55
UTAH	27.91	42.44	26.16	0.29	0.00	0.00	0.00	3.20
VERMONT	83.63	2.34	4.09	1.17	2.34	0.00	2.92	3.51
VIRGINIA	22.34	11.11	48.51	10.27	1.08	1.31	3.11	2.27
WASHINGTON	26.90	32.70	39.58	0.31	0.27	0.03	0.00	0.23
WEST VIRGINIA	0.00	6.25	69.79	5.21	0.00	0.00	4.17	14.58
WISCONSIN	64.69	7.59	16.50	0.99	0.00	0.00	0.00	10.23
WYOMING	55.33	37.30	1.64	0.41	0.41	3.28	0.00	1.64
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	78.95	15.79	5.26	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	37.50	12.50	0.00	0.00	0.00	0.00	0.00
PALAU	71.74	26.09	0.00	0.00	2.17	0.00	0.00	0.00
VIRGIN ISLANDS	25.00	25.00	0.00	50.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	7.41	85.19	0.00	0.00	0.00	0.00	0.00	7.41
U.S. AND INSULAR AREAS	30.20	27.68	26.24	5.64	1.66	0.48	0.49	7.61
50 STATES, D.C. & P.R.	30.15	27.66	26.29	5.64	1.66	0.48	0.49	7.63

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	240	366	38	29	0	82	0	0
ALASKA	16	209	3	0	0	0	0	0
ARIZONA	64	140	47	65	0	64	0	1
ARKANSAS	43	30	17	0	0	92	0	0
CALIFORNIA	588	283	1,728	64	16	83	0	0
COLORADO	171	52	14	0	0	23	0	0
CONNECTICUT	106	125	102	63	22	0	16	1
DELAWARE	53	14	1	1	0	0	1	0
DISTRICT OF COLUMBIA	20	2	0	23	0	0	1	0
FLORIDA	383	155	241	23	0	0	0	0
GEORGIA	187	119	34	0	0	126	0	2
HAWAII	30	13	12	1	0	0	0	0
IDAHO	50	15	7	0	0	1	0	0
ILLINOIS	260	283	323	21	14	107	2	1
INDIANA	108	214	50	87	0	81	0	0
IOWA	78	51	13	0	.	60	0	1
KANSAS	124	20	8	17	0	17	0	1
KENTUCKY	248	78	11	4	0	123	0	1
LOUISIANA	152	82	123	0	0	56	0	3
MAINE	61	24	9	0	0	0	2	0
MARYLAND	221	52	53	46	1	117	1	0
MASSACHUSETTS	486	123	140	16	24	0	5	7
MICHIGAN	411	121	146	78	.	0	4	42
MINNESOTA	107	172	8	0	.	5	.	2
MISSISSIPPI	20	50	57	2	0	70	0	3
MISSOURI	230	56	108	10	24	36	6	114
MONTANA	43	13	9	2	0	0	1	0
NEBRASKA	113	37	19	2	0	25	0	1
NEVADA	14	4	63	0	0	0	0	0
NEW HAMPSHIRE	12	5	7	65	0	0	6	0
NEW JERSEY	72	285	38	5	43	0	0	0
NEW MEXICO	66	20	32	0	0	33	0	0
NEW YORK	469	337	265	90	109	70	0	7
NORTH CAROLINA	407	113	51	2	0	72	0	1
NORTH DAKOTA	47	1	5	3	.	5	.	.
OHIO	357	108	306	11	6	123	.	1
OKLAHOMA	124	22	36	12	1	87	0	2
OREGON	187	29	48	3	0	37	0	6
PENNSYLVANIA	789	109	168	21	131	0	157	2
PUERTO RICO	70	318	68	8	14	70	1	13
RHODE ISLAND	34	22	20	0	2	0	5	0
SOUTH CAROLINA	199	87	59	10	1	35	0	1
SOUTH DAKOTA	18	25	1	6	0	27	0	0
TENNESSEE	555	136	57	52	1	72	0	2
TEXAS	84	1,075	511	57	0	22	5	36
UTAH	89	73	79	17	0	14	0	1
VERMONT	32	4	1	0	0	0	1	1
VIRGINIA	445	52	35	6	1	153	1	5
WASHINGTON	174	77	91	0	0	0	0	0
WEST VIRGINIA	37	101	7	0	0	74	0	1
WISCONSIN	133	32	13	2	0	44	4	1
WYOMING	2,123	206	0	0	0	0	0	0
AMERICAN SAMOA	0	2	0	0	0	0	0	0
GUAM	10	3	2	1	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	17	9	4	0	0	0	0	0
VIRGIN ISLANDS	0	0	7	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	4	0	0	0	19	0	0
U.S. AND INSULAR AREAS	11,177	6,159	5,295	925	410	2,125	219	260
50 STATES, D.C. & P.R.	11,150	6,140	5,282	924	410	2,106	219	260

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	31.79	48.48	5.03	3.84	0.00	10.86	0.00	0.00
ALASKA	7.02	91.67	1.32	0.00	0.00	0.00	0.00	0.00
ARIZONA	16.80	36.75	12.34	17.06	0.00	16.80	0.00	0.26
ARKANSAS	23.63	16.48	9.34	0.00	0.00	50.55	0.00	0.00
CALIFORNIA	21.29	10.25	62.56	2.32	0.58	3.01	0.00	0.00
COLORADO	65.77	20.00	5.38	0.00	0.00	8.85	0.00	0.00
CONNECTICUT	24.37	28.74	23.45	14.48	5.06	0.00	3.68	0.23
DELAWARE	75.71	20.00	1.43	1.43	0.00	0.00	1.43	0.00
DISTRICT OF COLUMBIA	43.48	4.35	0.00	50.00	0.00	0.00	2.17	0.00
FLORIDA	47.76	19.33	30.05	2.87	0.00	0.00	0.00	0.00
GEORGIA	39.96	25.43	7.26	0.00	0.00	26.92	0.00	0.43
HAWAII	53.57	23.21	21.43	1.79	0.00	0.00	0.00	0.00
IDAHO	68.49	20.55	9.59	0.00	0.00	1.37	0.00	0.00
ILLINOIS	25.72	27.99	31.95	2.08	1.38	10.58	0.20	0.10
INDIANA	20.00	39.63	9.26	16.11	0.00	15.00	0.00	0.00
IOWA	38.42	25.12	6.40	0.00	.	29.56	0.00	0.49
KANSAS	66.31	10.70	4.28	9.09	0.00	9.09	0.00	0.53
KENTUCKY	53.33	16.77	2.37	0.86	0.00	26.45	0.00	0.22
LOUISIANA	36.54	19.71	29.57	0.00	0.00	13.46	0.00	0.72
MAINE	63.54	25.00	9.38	0.00	0.00	0.00	2.08	0.00
MARYLAND	45.01	10.59	10.79	9.37	0.20	23.83	0.20	0.00
MASSACHUSETTS	60.67	15.36	17.48	2.00	3.00	0.00	0.62	0.87
MICHIGAN	51.25	15.09	18.20	9.73	.	0.00	0.50	5.24
MINNESOTA	36.39	58.50	2.72	0.00	.	1.70	.	0.68
MISSISSIPPI	9.90	24.75	28.22	0.99	0.00	34.65	0.00	1.49
MISSOURI	39.38	9.59	18.49	1.71	4.11	6.16	1.03	19.52
MONTANA	63.24	19.12	13.24	2.94	0.00	0.00	1.47	0.00
NEBRASKA	57.36	18.78	9.64	1.02	0.00	12.69	0.00	0.51
NEVADA	17.28	4.94	77.78	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	12.63	5.26	7.37	68.42	0.00	0.00	6.32	0.00
NEW JERSEY	16.25	64.33	8.58	1.13	9.71	0.00	0.00	0.00
NEW MEXICO	43.71	13.25	21.19	0.00	0.00	21.85	0.00	0.00
NEW YORK	34.82	25.02	19.67	6.68	8.09	5.20	0.00	0.52
NORTH CAROLINA	63.00	17.49	7.89	0.31	0.00	11.15	0.00	0.15
NORTH DAKOTA	77.05	1.64	8.20	4.92	.	8.20	.	.
OHIO	39.14	11.84	33.55	1.21	0.66	13.49	.	0.11
OKLAHOMA	43.66	7.75	12.68	4.23	0.35	30.63	0.00	0.70
OREGON	60.32	9.35	15.48	0.97	0.00	11.94	0.00	1.94
PENNSYLVANIA	57.30	7.92	12.20	1.53	9.51	0.00	11.40	0.15
PUERTO RICO	12.46	56.58	12.10	1.42	2.49	12.46	0.18	2.31
RHODE ISLAND	40.96	26.51	24.10	0.00	2.41	0.00	6.02	0.00
SOUTH CAROLINA	50.77	22.19	15.05	2.55	0.26	8.93	0.00	0.26
SOUTH DAKOTA	23.38	32.47	1.30	7.79	0.00	35.06	0.00	0.00
TENNESSEE	63.43	15.54	6.51	5.94	0.11	8.23	0.00	0.23
TEXAS	4.69	60.06	28.55	3.18	0.00	1.23	0.28	2.01
UTAH	32.60	26.74	28.94	6.23	0.00	5.13	0.00	0.37
VERMONT	82.05	10.26	2.56	0.00	0.00	0.00	2.56	2.56
VIRGINIA	63.75	7.45	5.01	0.86	0.14	21.92	0.14	0.72
WASHINGTON	50.88	22.51	26.61	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	16.82	45.91	3.18	0.00	0.00	33.64	0.00	0.45
WISCONSIN	58.08	13.97	5.68	0.87	0.00	19.21	1.75	0.44
WYOMING	91.16	8.84	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	62.50	18.75	12.50	6.25	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	56.67	30.00	13.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	17.39	0.00	0.00	0.00	82.61	0.00	0.00
U.S. AND INSULAR AREAS	42.07	23.18	19.93	3.48	1.54	8.00	0.82	0.98
50 STATES, D.C. & P.R.	42.09	23.18	19.94	3.49	1.55	7.95	0.83	0.98

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	4	1	0	10	0	0
ALASKA	0	0	2	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	3	6	82	12	6	29	0	0
COLORADO	2	3	35	28	0	4	0	3
CONNECTICUT	8	4	3	2	3	1	4	0
DELAWARE	2	1	12	14	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	11	0	0	0	0
FLORIDA	0	0	11	13	0	1	0	1
GEORGIA	2	1	12	1	0	5	0	0
HAWAII	24	0	12	0	0	0	0	0
IDAHO	2	0	1	0	0	0	0	0
ILLINOIS	1	1	12	2	0	26	1	0
INDIANA	0	0	41	9	0	4	2	0
IOWA	0	0	0	0	.	20	0	0
KANSAS	0	0	7	0	0	0	0	0
KENTUCKY	0	2	5	1	0	1	0	2
LOUISIANA	0	0	3	1	0	9	0	0
MAINE	0	2	2	0	0	0	2	0
MARYLAND	3	1	1	12	0	35	0	1
MASSACHUSETTS	81	20	24	2	4	0	0	1
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	3	3	2	.	1	.	0
MISSISSIPPI	0	0	4	3	0	5	0	0
MISSOURI	6	0	54	50	0	12	0	0
MONTANA	2	0	5	0	0	3	0	0
NEBRASKA	1	0	1	0	0	0	0	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	3	1	0	1	0
NEW JERSEY	1	3	4	8	25	88	0	0
NEW MEXICO	0	2	2	0	0	0	0	13
NEW YORK	0	0	0	0	17	0	0	0
NORTH CAROLINA	0	1	8	7	1	27	1	0
NORTH DAKOTA	.	.	.	.	.	6	.	.
OHIO	0	0	1	1	0	0	.	1
OKLAHOMA	2	3	17	8	0	2	2	2
OREGON	1	0	10	0	0	2	0	0
PENNSYLVANIA	1	0	3	0	0	0	0	0
PUERTO RICO	2	7	6	37	3	0	0	4
RHODE ISLAND	0	0	1	2	3	0	1	1
SOUTH CAROLINA	0	0	2	2	0	1	0	0
SOUTH DAKOTA	0	0	1	1	0	16	5	0
TENNESSEE	1	3	7	2	1	10	0	0
TEXAS	1	26	23	4	0	3	0	2
UTAH	0	2	31	40	0	1	0	1
VERMONT	3	0	0	0	0	0	1	0
VIRGINIA	0	0	1	0	0	8	0	0
WASHINGTON	5	2	15	1	0	0	0	0
WEST VIRGINIA	0	0	0	2	0	19	0	0
WISCONSIN	1	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	2	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	1	1	2	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	155	95	477	284	64	352	20	32
50 STATES, D.C. & P.R.	155	93	470	282	64	352	20	32

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	26.67	6.67	0.00	66.67	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
CALIFORNIA	2.17	4.35	59.42	8.70	4.35	21.01	0.00	0.00
COLORADO	2.67	4.00	46.67	37.33	0.00	5.33	0.00	4.00
CONNECTICUT	32.00	16.00	12.00	8.00	12.00	4.00	16.00	0.00
DELAWARE	6.90	3.45	41.38	48.28	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	42.31	50.00	0.00	3.85	0.00	3.85
GEORGIA	9.52	4.76	57.14	4.76	0.00	23.81	0.00	0.00
HAWAII	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
IDAHO	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
ILLINOIS	2.33	2.33	27.91	4.65	0.00	60.47	2.33	0.00
INDIANA	0.00	0.00	73.21	16.07	0.00	7.14	3.57	0.00
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	18.18	45.45	9.09	0.00	9.09	0.00	18.18
LOUISIANA	0.00	0.00	23.08	7.69	0.00	69.23	0.00	0.00
MAINE	0.00	33.33	33.33	0.00	0.00	0.00	33.33	0.00
MARYLAND	5.66	1.89	1.89	22.64	0.00	66.04	0.00	1.89
MASSACHUSETTS	61.36	15.15	18.18	1.52	3.03	0.00	0.00	0.76
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	33.33	33.33	22.22	.	11.11	.	0.00
MISSISSIPPI	0.00	0.00	33.33	25.00	0.00	41.67	0.00	0.00
MISSOURI	4.92	0.00	44.26	40.98	0.00	9.84	0.00	0.00
MONTANA	20.00	0.00	50.00	0.00	0.00	30.00	0.00	0.00
NEBRASKA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	60.00	20.00	0.00	20.00	0.00
NEW JERSEY	0.78	2.33	3.10	6.20	19.38	68.22	0.00	0.00
NEW MEXICO	0.00	11.76	11.76	0.00	0.00	0.00	0.00	76.47
NEW YORK	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	2.22	17.78	15.56	2.22	60.00	2.22	0.00
NORTH DAKOTA	.	.	.	.	.	100.00	.	.
OHIO	0.00	0.00	33.33	33.33	0.00	0.00	.	33.33
OKLAHOMA	5.56	8.33	47.22	22.22	0.00	5.56	5.56	5.56
OREGON	7.69	0.00	76.92	0.00	0.00	15.38	0.00	0.00
PENNSYLVANIA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	3.39	11.86	10.17	62.71	5.08	0.00	0.00	6.78
RHODE ISLAND	0.00	0.00	12.50	25.00	37.50	0.00	12.50	12.50
SOUTH CAROLINA	0.00	0.00	40.00	40.00	0.00	20.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	4.35	4.35	0.00	69.57	21.74	0.00
TENNESSEE	4.17	12.50	29.17	8.33	4.17	41.67	0.00	0.00
TEXAS	1.69	44.07	38.98	6.78	0.00	5.08	0.00	3.39
UTAH	0.00	2.67	41.33	53.33	0.00	1.33	0.00	1.33
VERMONT	75.00	0.00	0.00	0.00	0.00	0.00	25.00	0.00
VIRGINIA	0.00	0.00	11.11	0.00	0.00	88.89	0.00	0.00
WASHINGTON	21.74	8.70	65.22	4.35	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	9.52	0.00	90.48	0.00	0.00
WISCONSIN	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	25.00	25.00	50.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	10.48	6.42	32.25	19.20	4.33	23.80	1.35	2.16
50 STATES, D.C. & P.R.	10.56	6.34	32.02	19.21	4.36	23.98	1.36	2.19

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB3

NUMBER OF CHILDREN AGE 3-5 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	-NUMBER-							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	5,982	276	597	96	25	14	26	130
ALASKA	127	350	69	0	0	0	0	0
ARIZONA	995	864	1,585	358	36	0	2	89
ARKANSAS	3,646	59	179	9	664	13	11	44
CALIFORNIA	21,953	4,502	11,067	1,745	243	119	0	4
COLORADO	1,295	638	1,097	729	279	23	2	65
CONNECTICUT	1,971	441	2,769	275	139	0	4	40
DELAWARE	479	513	516	0	0	0	0	1
DISTRICT OF COLUMBIA	211	1	68	117	14	0	0	0
FLORIDA	6,988	800	4,525	951	212	71	0	163
GEORGIA	2,634	1,371	1,080	1,606	15	22	7	363
HAWAII	28	5	318	9	0	0	0	0
IDAHO	1,225	348	641	428	91	13	0	27
ILLINOIS	10,065	780	9,137	2,209	258	18	47	16
INDIANA	4,145	70	556	2,227	0	45	5	7
IOWA	2,892	139	2,000	270	.	15	0	105
KANSAS	1,697	1,256	224	162	219	17	8	250
KENTUCKY	7,464	1,676	940	153	150	0	0	72
LOUISIANA	3,101	187	3,008	396	3	20	7	14
MAINE	1,888	68	162	65	209	8	3	492
MARYLAND	3,724	2,335	352	265	263	23	1	180
MASSACHUSETTS	9,756	220	1,465	45	252	0	23	27
MICHIGAN	6,519	447	5,679	1,681	.	8	0	213
MINNESOTA	535	3,707	3,863	492	.	10	.	25
MISSISSIPPI	2,709	1,143	1,238	155	0	30	0	20
MISSOURI	478	172	78	90	20	7	0	0
MONTANA	1,050	239	441	3	0	23	0	4
NEBRASKA	1,549	121	541	98	24	7	0	172
NEVADA	515	73	630	182	0	0	0	1
NEW HAMPSHIRE	486	132	651	87	38	0	8	65
NEW JERSEY	7,367	177	4,847	1,308	960	123	6	31
NEW MEXICO	439	541	1,097	20	23	5	0	85
NEW YORK	2,860	458	5,633	4,909	12,454	7	0	118
NORTH CAROLINA	8,355	605	682	521	202	20	35	97
NORTH DAKOTA	477	46	404	162	12	7	11	46
OHIO	5,774	486	2,187	3,094	910	3	0	246
OKLAHOMA	3,279	328	1,184	271	26	27	11	36
OREGON	1,501	86	821	121	145	6	5	99
PENNSYLVANIA	6,406	669	3,818	2,549	564	12	22	1,857
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	806	168	625	13	68	0	1	2
SOUTH CAROLINA	6,210	604	973	126	7	0	1	29
SOUTH DAKOTA	0	0	0	9	0	1	16	3
TENNESSEE	2	11	10	21	1	12	0	30
TEXAS	1,212	15,211	6,747	613	10	164	82	441
UTAH	145	1	465	2	0	0	0	0
VERMONT	419	12	239	128	87	5	2	205
VIRGINIA	4,530	560	3,330	533	31	45	2	844
WASHINGTON	3,035	1,097	4,222	368	228	0	0	223
WEST VIRGINIA	256	1,603	759	46	12	7	0	240
WISCONSIN	3,399	1,653	5,553	293	3	17	0	16
WYOMING	546	522	62	0	0	2	0	0
AMERICAN SAMOA	42	0	6	0	0	0	0	0
GUAM	105	2	90	0	0	0	0	0
NORTHERN MARIANAS	18	45	3	0	0	0	0	2
PALAU	13	8	0	9	0	0	0	12
VIRGIN ISLANDS	49	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	371	120	0	1	0	0	0	1
U.S. AND INSULAR AREAS	163,723	47,946	99,233	30,020	18,897	969	348	7,252
50 STATES, D.C. & P.R.	163,125	47,771	99,134	30,010	18,897	969	348	7,237

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB3

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	83.71	3.86	8.35	1.34	0.35	0.20	0.36	1.82
ALASKA	23.26	64.10	12.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.32	21.99	40.34	9.11	0.92	0.00	0.05	2.27
ARKANSAS	78.83	1.28	3.87	0.19	14.36	0.28	0.24	0.95
CALIFORNIA	55.39	11.36	27.92	4.40	0.61	0.30	0.00	0.01
COLORADO	31.37	15.46	26.57	17.66	6.76	0.56	0.05	1.57
CONNECTICUT	34.95	7.82	49.10	4.88	2.46	0.00	0.07	0.71
DELAWARE	31.74	34.00	34.19	0.00	0.00	0.00	0.00	0.07
DISTRICT OF COLUMBIA	51.34	0.24	16.55	28.47	3.41	0.00	0.00	0.00
FLORIDA	50.97	5.84	33.01	6.94	1.55	0.52	0.00	1.19
GEORGIA	37.11	19.32	15.22	22.63	0.21	0.31	0.10	5.11
HAWAII	7.78	1.39	88.33	2.50	0.00	0.00	0.00	0.00
IDAHO	44.18	12.55	23.12	15.43	3.28	0.47	0.00	0.97
ILLINOIS	44.67	3.46	40.55	9.80	1.15	0.08	0.21	0.07
INDIANA	58.75	0.99	7.88	31.57	0.00	0.64	0.07	0.10
IOWA	53.35	2.56	36.89	4.98	.	0.28	0.00	1.94
KANSAS	44.27	32.77	5.84	4.23	5.71	0.44	0.21	6.52
KENTUCKY	71.39	16.03	8.99	1.46	1.43	0.00	0.00	0.69
LOUISIANA	46.04	2.78	44.66	5.88	0.04	0.30	0.10	0.21
MAINE	65.22	2.35	5.60	2.25	7.22	0.28	0.10	16.99
MARYLAND	52.13	32.69	4.93	3.71	3.68	0.32	0.01	2.52
MASSACHUSETTS	82.76	1.87	12.43	0.38	2.14	0.00	0.20	0.23
MICHIGAN	44.81	3.07	39.04	11.56	.	0.05	0.00	1.46
MINNESOTA	6.20	42.94	44.75	5.70	.	0.12	.	0.29
MISSISSIPPI	51.16	21.59	23.38	2.93	0.00	0.57	0.00	0.38
MISSOURI	56.57	20.36	9.23	10.65	2.37	0.83	0.00	0.00
MONTANA	59.66	13.58	25.06	0.17	0.00	1.31	0.00	0.23
NEBRASKA	61.66	4.82	21.54	3.90	0.96	0.28	0.00	6.85
NEVADA	36.76	5.21	44.97	12.99	0.00	0.00	0.00	0.07
NEW HAMPSHIRE	33.13	9.00	44.38	5.93	2.59	0.00	0.55	4.43
NEW JERSEY	49.71	1.19	32.71	8.83	6.48	0.83	0.04	0.21
NEW MEXICO	19.86	24.48	49.64	0.90	1.04	0.23	0.00	3.85
NEW YORK	10.82	1.73	21.31	18.57	47.10	0.03	0.00	0.45
NORTH CAROLINA	79.44	5.75	6.48	4.95	1.92	0.19	0.33	0.92
NORTH DAKOTA	40.94	3.95	34.68	13.91	1.03	0.60	0.94	3.95
OHIO	45.46	3.83	17.22	24.36	7.17	0.02	0.00	1.94
OKLAHOMA	63.52	6.35	22.94	5.25	0.50	0.52	0.21	0.70
OREGON	53.92	3.09	29.49	4.35	5.21	0.22	0.18	3.56
PENNSYLVANIA	40.30	4.21	24.02	16.03	3.55	0.08	0.14	11.68
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	47.89	9.98	37.14	0.77	4.04	0.00	0.06	0.12
SOUTH CAROLINA	78.11	7.60	12.24	1.58	0.09	0.00	0.01	0.36
SOUTH DAKOTA	0.00	0.00	0.00	31.03	0.00	3.45	55.17	10.34
TENNESSEE	2.30	12.64	11.49	24.14	1.15	13.79	0.00	34.48
TEXAS	4.95	62.14	27.56	2.50	0.04	0.67	0.33	1.80
UTAH	23.65	0.16	75.86	0.33	0.00	0.00	0.00	0.00
VERMONT	38.20	1.09	21.79	11.67	7.93	0.46	0.18	18.69
VIRGINIA	45.87	5.67	33.72	5.40	0.31	0.46	0.02	8.55
WASHINGTON	33.09	11.96	46.03	4.01	2.49	0.00	0.00	2.43
WEST VIRGINIA	8.76	54.84	25.97	1.57	0.41	0.24	0.00	8.21
WISCONSIN	31.09	15.12	50.79	2.68	0.03	0.16	0.00	0.15
WYOMING	48.23	46.11	5.48	0.00	0.00	0.18	0.00	0.00
AMERICAN SAMOA	87.50	0.00	12.50	0.00	0.00	0.00	0.00	0.00
GUAM	53.30	1.02	45.69	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	26.47	66.18	4.41	0.00	0.00	0.00	0.00	2.94
PALAU	30.95	19.05	0.00	21.43	0.00	0.00	0.00	28.57
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	75.25	24.34	0.00	0.20	0.00	0.00	0.00	0.20
U.S. AND INSULAR AREAS	44.44	13.02	26.94	8.15	5.13	0.26	0.09	1.97
50 STATES, D.C. & P.R.	44.39	13.00	26.98	8.17	5.14	0.26	0.09	1.97

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	27,246	8,438	7,235	236	33	127	40	57
ALASKA	4,259	2,530	701	27	11	0	1	2
ARIZONA	3,082	19,765	5,079	432	155	95	63	40
ARKANSAS	10,643	6,318	2,392	119	216	108	65	39
CALIFORNIA	85,672	91,674	55,648	2,965	1,789	446	0	27
COLORADO	7,952	14,773	3,926	138	5	49	134	78
CONNECTICUT	17,064	3,864	6,094	506	497	37	163	60
DELAWARE	2,921	2,425	1,142	485	0	0	0	36
DISTRICT OF COLUMBIA	531	376	1,218	315	164	1	18	10
FLORIDA	56,196	33,197	25,290	2,521	0	156	17	354
GEORGIA	23,502	16,882	11,825	148	9	184	7	22
HAWAII	2,235	1,881	1,186	15	17	10	8	9
IDAHO	8,340	2,094	812	30	8	0	1	12
ILLINOIS	48,244	31,675	29,830	2,241	1,732	215	258	174
INDIANA	33,972	12,865	13,203	512	0	155	28	31
IOWA	8,987	14,492	3,181	356	.	110	21	46
KANSAS	15,075	4,388	3,244	437	20	228	7	28
KENTUCKY	19,229	13,146	4,613	462	17	202	16	66
LOUISIANA	17,166	4,480	10,900	535	6	266	14	116
MAINE	7,398	3,940	1,384	50	83	19	44	44
MARYLAND	22,136	7,763	10,167	1,975	481	137	54	62
MASSACHUSETTS	43,871	8,959	11,508	469	1,123	0	88	253
MICHIGAN	42,965	15,418	15,480	2,672	.	149	12	98
MINNESOTA	3,597	30,428	1,232	265	.	147	.	81
MISSISSIPPI	11,054	7,437	5,785	86	1	109	7	76
MISSOURI	28,042	21,076	11,236	2,135	365	208	40	407
MONTANA	6,006	1,947	692	10	0	67	6	7
NEBRASKA	11,984	2,791	2,037	164	22	29	4	69
NEVADA	4,160	3,828	1,235	212	0	1	2	41
NEW HAMPSHIRE	4,337	1,898	1,631	242	102	0	61	12
NEW JERSEY	47,045	14,298	21,342	2,945	3,461	120	15	141
NEW MEXICO	11,248	3,071	2,997	0	8	61	0	63
NEW YORK	16,473	43,818	51,084	7,444	3,084	103	81	595
NORTH CAROLINA	40,743	12,813	8,382	617	105	305	105	90
NORTH DAKOTA	4,953	537	516	64	6	31	12	20
OHIO	48,543	18,812	23,935	3,216	8,871	83	.	316
OKLAHOMA	20,089	7,829	4,879	252	50	123	28	42
OREGON	18,813	5,355	2,183	88	193	40	12	73
PENNSYLVANIA	50,671	17,718	28,190	1,652	1,112	101	176	151
PUERTO RICO	629	6,809	3,520	166	264	32	14	413
RHODE ISLAND	5,754	1,078	2,514	52	164	0	57	19
SOUTH CAROLINA	17,763	13,433	7,575	653	14	133	5	20
SOUTH DAKOTA	627	6,213	404	41	67	55	157	16
TENNESSEE	31,837	11,364	7,540	344	119	174	0	222
TEXAS	8,388	107,993	42,880	3,033	149	240	558	2,573
UTAH	12,727	9,521	4,180	398	0	12	1	43
VERMONT	5,606	159	106	23	22	6	24	22
VIRGINIA	25,927	13,445	14,270	443	109	265	82	85
WASHINGTON	25,394	11,071	8,329	80	83	24	2	45
WEST VIRGINIA	922	14,178	3,837	148	12	60	1	8
WISCONSIN	15,888	13,178	7,742	273	8	121	0	43
WYOMING	3,956	1,467	34	24	13	40	9	4
AMERICAN SAMOA	179	5	26	0	0	0	0	0
GUAM	248	265	68	2	0	1	0	0
NORTHERN MARIANAS	147	93	24	0	0	0	0	0
PALAU	50	25	11	0	1	0	0	0
VIRGIN ISLANDS	62	148	328	18	1	0	1	8
BUR. OF INDIAN AFFAIRS	336	1,556	201	3	1	17	26	1
U.S. AND INSULAR AREAS	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370
50 STATES, D.C. & P.R.	991,862	724,908	496,345	42,716	24,770	5,384	2,518	7,361

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	62.76	19.44	16.67	0.54	0.08	0.29	0.09	0.13
ALASKA	56.55	33.59	9.31	0.36	0.15	0.00	0.01	0.03
ARIZONA	10.73	68.84	17.69	1.50	0.54	0.33	0.22	0.14
ARKANSAS	53.48	31.75	12.02	0.60	1.09	0.54	0.33	0.20
CALIFORNIA	35.96	38.48	23.36	1.24	0.75	0.19	0.00	0.01
COLORADO	29.39	54.60	14.51	0.51	0.02	0.18	0.50	0.29
CONNECTICUT	60.33	13.66	21.54	1.79	1.76	0.13	0.58	0.21
DELAWARE	41.67	34.60	16.29	6.92	0.00	0.00	0.00	0.51
DISTRICT OF COLUMBIA	20.17	14.28	46.26	11.96	6.23	0.04	0.68	0.38
FLORIDA	47.73	28.20	21.48	2.14	0.00	0.13	0.01	0.30
GEORGIA	44.70	32.11	22.49	0.28	0.02	0.35	0.01	0.04
HAWAII	41.69	35.09	22.12	0.28	0.32	0.19	0.15	0.17
IDAHO	73.82	18.54	7.19	0.27	0.07	0.00	0.01	0.11
ILLINOIS	42.18	27.70	26.08	1.96	1.51	0.19	0.23	0.15
INDIANA	55.91	21.17	21.73	0.84	0.00	0.26	0.05	0.05
IOWA	33.05	53.29	11.70	1.31	.	0.40	0.08	0.17
KANSAS	64.35	18.73	13.85	1.87	0.09	0.97	0.03	0.12
KENTUCKY	50.94	34.82	12.22	1.22	0.05	0.54	0.04	0.17
LOUISIANA	51.27	13.38	32.55	1.60	0.02	0.79	0.04	0.35
MAINE	57.07	30.40	10.68	0.39	0.64	0.15	0.34	0.34
MARYLAND	51.75	18.15	23.77	4.62	1.12	0.32	0.13	0.14
MASSACHUSETTS	66.20	13.52	17.37	0.71	1.69	0.00	0.13	0.38
MICHIGAN	55.95	20.08	20.16	3.48	.	0.19	0.02	0.13
MINNESOTA	10.06	85.11	3.45	0.74	.	0.41	.	0.23
MISSISSIPPI	45.02	30.29	23.56	0.35	0.00	0.44	0.03	0.31
MISSOURI	44.15	33.19	17.69	3.36	0.57	0.33	0.06	0.64
MONTANA	68.76	22.29	7.92	0.11	0.00	0.77	0.07	0.08
NEBRASKA	70.08	16.32	11.91	0.96	0.13	0.17	0.02	0.40
NEVADA	43.89	40.38	13.03	2.24	0.00	0.01	0.02	0.43
NEW HAMPSHIRE	52.36	22.91	19.69	2.92	1.23	0.00	0.74	0.14
NEW JERSEY	52.64	16.00	23.88	3.30	3.87	0.13	0.02	0.16
NEW MEXICO	64.47	17.60	17.18	0.00	0.05	0.35	0.00	0.36
NEW YORK	13.43	35.72	41.64	6.07	2.51	0.08	0.07	0.48
NORTH CAROLINA	64.51	20.29	13.27	0.98	0.17	0.48	0.17	0.14
NORTH DAKOTA	80.68	8.75	8.41	1.04	0.10	0.50	0.20	0.33
OHIO	46.78	18.13	23.06	3.10	8.55	0.08	.	0.30
OKLAHOMA	60.34	23.52	14.66	0.76	0.15	0.37	0.08	0.13
OREGON	70.31	20.01	8.16	0.33	0.72	0.15	0.04	0.27
PENNSYLVANIA	50.79	17.76	28.25	1.66	1.11	0.10	0.18	0.15
PUERTO RICO	5.31	57.47	29.71	1.40	2.23	0.27	0.12	3.49
RHODE ISLAND	59.70	11.18	26.08	0.54	1.70	0.00	0.59	0.20
SOUTH CAROLINA	44.86	33.93	19.13	1.65	0.04	0.34	0.01	0.05
SOUTH DAKOTA	8.27	81.97	5.33	0.54	0.88	0.73	2.07	0.21
TENNESSEE	61.70	22.02	14.61	0.67	0.23	0.34	0.00	0.43
TEXAS	5.06	65.13	25.86	1.83	0.09	0.14	0.34	1.55
UTAH	47.34	35.42	15.55	1.48	0.00	0.04	0.00	0.16
VERMONT	93.93	2.66	1.78	0.39	0.37	0.10	0.40	0.37
VIRGINIA	47.46	24.61	26.12	0.81	0.20	0.49	0.15	0.16
WASHINGTON	56.40	24.59	18.50	0.18	0.18	0.05	0.00	0.10
WEST VIRGINIA	4.81	73.97	20.02	0.77	0.06	0.31	0.01	0.04
WISCONSIN	42.65	35.37	20.78	0.73	0.02	0.32	0.00	0.12
WYOMING	71.32	26.45	0.61	0.43	0.23	0.72	0.16	0.07
AMERICAN SAMOA	85.24	2.38	12.38	0.00	0.00	0.00	0.00	0.00
GUAM	42.47	45.38	11.64	0.34	0.00	0.17	0.00	0.00
NORTHERN MARIANAS	55.68	35.23	9.09	0.00	0.00	0.00	0.00	0.00
PALAU	57.47	28.74	12.64	0.00	1.15	0.00	0.00	0.00
VIRGIN ISLANDS	10.95	26.15	57.95	3.18	0.18	0.00	0.18	1.41
BUR. OF INDIAN AFFAIRS	15.69	72.68	9.39	0.14	0.05	0.79	1.21	0.05
U.S. AND INSULAR AREAS	43.17	31.61	21.61	1.86	1.08	0.23	0.11	0.32
50 STATES, D.C. & P.R.	43.20	31.57	21.62	1.86	1.08	0.23	0.11	0.32

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6,808	5,548	492	5	3	2	1	2
ALASKA	1,964	1,878	195	5	1	0	0	0
ARIZONA	768	11,270	2,245	7	9	0	0	3
ARKANSAS	3,865	4,385	427	33	4	0	3	3
CALIFORNIA	2,697	87,610	33,058	87	368	23	0	6
COLORADO	1,886	10,209	635	0	0	0	2	10
CONNECTICUT	8,293	2,845	2,782	54	90	4	9	7
DELAWARE	1,061	1,982	610	165	0	0	0	5
DISTRICT OF COLUMBIA	115	349	692	42	79	0	0	0
FLORIDA	7,491	25,494	7,826	38	0	0	0	4
GEORGIA	5,974	5,433	1,884	0	0	9	0	1
HAWAII	989	1,530	322	0	0	0	0	2
IDAHO	4,529	1,513	140	6	2	0	0	1
ILLINOIS	1,841	28,550	15,308	211	49	4	2	6
INDIANA	615	11,677	4,056	0	0	0	0	11
IOWA	125	10,009	340	9	.	0	0	1
KANSAS	4,052	3,250	605	16	1	1	0	1
KENTUCKY	1,614	6,176	795	61	0	1	0	1
LOUISIANA	1,675	3,483	4,157	1	0	8	0	10
MAINE	2,245	2,426	239	3	2	0	0	1
MARYLAND	6,104	5,725	5,101	277	38	0	1	8
MASSACHUSETTS	15,486	3,162	4,063	165	396	0	31	89
MICHIGAN	10,628	11,970	6,198	29	.	8	1	17
MINNESOTA	1,463	12,722	104	13	.	11	.	1
MISSISSIPPI	1,029	2,917	2,807	1	0	1	0	8
MISSOURI	7,070	13,736	3,864	46	0	2	4	72
MONTANA	2,241	1,635	174	0	0	2	0	0
NEBRASKA	4,013	1,758	463	11	1	0	0	4
NEVADA	973	3,374	518	3	0	0	0	3
NEW HAMPSHIRE	2,271	1,210	739	5	19	0	4	1
NEW JERSEY	4,671	13,087	16,167	479	615	11	0	24
NEW MEXICO	6,027	571	811	0	0	0	0	1
NEW YORK	1,185	37,516	28,509	640	148	0	0	77
NORTH CAROLINA	15,288	7,969	1,703	4	0	6	0	3
NORTH DAKOTA	1,844	256	40	12	0	0	0	3
OHIO	8,754	15,830	4,710	34	1,122	0	.	3
OKLAHOMA	6,123	5,870	748	5	18	2	2	4
OREGON	7,811	4,010	218	5	10	0	2	11
PENNSYLVANIA	5,148	13,113	12,795	162	349	4	5	2
PUERTO RICO	119	3,322	347	3	35	0	0	3
RHODE ISLAND	2,848	890	1,682	1	6	0	18	1
SOUTH CAROLINA	1,110	9,561	2,529	175	3	1	1	2
SOUTH DAKOTA	270	2,174	51	0	0	0	0	0
TENNESSEE	10,705	8,612	2,409	32	3	3	0	6
TEXAS	4,111	52,947	20,603	1,340	32	9	273	1,204
UTAH	5,858	5,386	1,376	3	0	0	0	2
VERMONT	2,543	73	17	1	5	0	3	2
VIRGINIA	6,328	9,532	6,797	15	23	2	4	5
WASHINGTON	9,191	6,889	1,502	1	6	16	0	0
WEST VIRGINIA	374	4,485	1,012	11	1	0	0	0
WISCONSIN	1,661	6,167	714	1	0	0	0	0
WYOMING	1,787	1,124	22	0	2	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	45	217	26	0	0	1	0	0
NORTHERN MARIANAS	54	42	0	0	0	0	0	0
PALAU	13	5	4	0	0	0	0	0
VIRGIN ISLANDS	0	136	70	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	130	946	66	0	0	0	0	0
U.S. AND INSULAR AREAS	213,883	494,556	205,767	4,217	3,440	131	367	1,631
50 STATES, D.C. & P.R.	213,641	493,210	205,601	4,217	3,440	130	367	1,631

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	52.94	43.14	3.83	0.04	0.02	0.02	0.01	0.02
ALASKA	48.58	46.45	4.82	0.12	0.02	0.00	0.00	0.00
ARIZONA	5.37	78.80	15.70	0.05	0.06	0.00	0.00	0.02
ARKANSAS	44.32	50.29	4.90	0.38	0.05	0.00	0.03	0.03
CALIFORNIA	2.18	70.74	26.69	0.07	0.30	0.02	0.00	0.00
COLORADO	14.80	80.12	4.98	0.00	0.00	0.00	0.02	0.08
CONNECTICUT	58.88	20.20	19.75	0.38	0.64	0.03	0.06	0.05
DELAWARE	27.75	51.84	15.96	4.32	0.00	0.00	0.00	0.13
DISTRICT OF COLUMBIA	9.01	27.33	54.19	3.29	6.19	0.00	0.00	0.00
FLORIDA	18.34	62.40	19.16	0.09	0.00	0.00	0.00	0.01
GEORGIA	44.91	40.85	14.16	0.00	0.00	0.07	0.00	0.01
HAWAII	34.79	53.82	11.33	0.00	0.00	0.00	0.00	0.07
IDAHO	73.15	24.44	2.26	0.10	0.03	0.00	0.00	0.02
ILLINOIS	4.00	62.10	33.30	0.46	0.11	0.01	0.00	0.01
INDIANA	3.76	71.38	24.79	0.00	0.00	0.00	0.00	0.07
IOWA	1.19	95.47	3.24	0.09	.	0.00	0.00	0.01
KANSAS	51.12	41.00	7.63	0.20	0.01	0.01	0.00	0.01
KENTUCKY	18.66	71.42	9.19	0.71	0.00	0.01	0.00	0.01
LOUISIANA	17.95	37.32	44.54	0.01	0.00	0.09	0.00	0.11
MAINE	45.67	49.35	4.86	0.06	0.04	0.00	0.00	0.02
MARYLAND	35.38	33.18	29.56	1.61	0.22	0.00	0.01	0.05
MASSACHUSETTS	66.20	13.52	17.37	0.71	1.69	0.00	0.13	0.38
MICHIGAN	36.84	41.49	21.48	0.10	.	0.03	0.00	0.06
MINNESOTA	10.22	88.88	0.73	0.09	.	0.08	.	0.01
MISSISSIPPI	15.22	43.13	41.51	0.01	0.00	0.01	0.00	0.12
MISSOURI	28.51	55.40	15.58	0.19	0.00	0.01	0.02	0.29
MONTANA	55.31	40.35	4.29	0.00	0.00	0.05	0.00	0.00
NEBRASKA	64.21	28.13	7.41	0.18	0.02	0.00	0.00	0.06
NEVADA	19.98	69.27	10.63	0.06	0.00	0.00	0.00	0.06
NEW HAMPSHIRE	53.45	28.48	17.39	0.12	0.45	0.00	0.09	0.02
NEW JERSEY	13.33	37.33	46.12	1.37	1.75	0.03	0.00	0.07
NEW MEXICO	81.34	7.71	10.94	0.00	0.00	0.00	0.00	0.01
NEW YORK	1.74	55.11	41.88	0.94	0.22	0.00	0.00	0.11
NORTH CAROLINA	61.22	31.91	6.82	0.02	0.00	0.02	0.00	0.01
NORTH DAKOTA	85.57	11.88	1.86	0.56	0.00	0.00	0.00	0.14
OHIO	28.75	51.98	15.47	0.11	3.68	0.00	.	0.01
OKLAHOMA	47.94	45.96	5.86	0.04	0.14	0.02	0.02	0.03
OREGON	64.73	33.23	1.81	0.04	0.08	0.00	0.02	0.09
PENNSYLVANIA	16.30	41.53	40.52	0.51	1.11	0.01	0.02	0.01
PUERTO RICO	3.11	86.76	9.06	0.08	0.91	0.00	0.00	0.08
RHODE ISLAND	52.30	16.34	30.89	0.02	0.11	0.00	0.33	0.02
SOUTH CAROLINA	8.29	71.45	18.90	1.31	0.02	0.01	0.01	0.01
SOUTH DAKOTA	10.82	87.13	2.04	0.00	0.00	0.00	0.00	0.00
TENNESSEE	49.17	39.56	11.07	0.15	0.01	0.01	0.00	0.03
TEXAS	5.11	65.76	25.59	1.66	0.04	0.01	0.34	1.50
UTAH	46.40	42.66	10.90	0.02	0.00	0.00	0.00	0.02
VERMONT	96.18	2.76	0.64	0.04	0.19	0.00	0.11	0.08
VIRGINIA	27.87	41.98	29.93	0.07	0.10	0.01	0.02	0.02
WASHINGTON	52.21	39.13	8.53	0.01	0.03	0.09	0.00	0.00
WEST VIRGINIA	6.36	76.24	17.20	0.19	0.02	0.00	0.00	0.00
WISCONSIN	19.44	72.19	8.36	0.01	0.00	0.00	0.00	0.00
WYOMING	60.87	38.28	0.75	0.00	0.07	0.00	0.03	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	15.57	75.09	9.00	0.00	0.00	0.35	0.00	0.00
NORTHERN MARIANAS	56.25	43.75	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	59.09	22.73	18.18	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	66.02	33.98	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	11.38	82.84	5.78	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	23.15	53.52	22.27	0.46	0.37	0.01	0.04	0.18
50 STATES, D.C. & P.R.	23.17	53.48	22.29	0.46	0.37	0.01	0.04	0.18

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND • HOSPITAL ENVIRONMENT
ALABAMA	17,836	28	102	2	0	2	0	0
ALASKA	2,139	232	123	1	10	0	0	0
ARIZONA	2,148	7,274	199	10	0	0	0	0
ARKANSAS	6,047	186	50	9	0	0	1	0
CALIFORNIA	76,816	2,085	3,778	32	37	3	0	0
COLORADO	4,648	1,916	320	1	0	0	2	3
CONNECTICUT	7,006	360	583	13	26	1	2	0
DELAWARE	1,607	115	36	0	0	0	0	0
DISTRICT OF COLUMBIA	400	6	129	3	0	0	0	0
FLORIDA	46,827	4,039	1,740	16	0	21	0	2
GEORGIA	13,272	5,703	167	0	2	0	0	1
HAWAII	1,045	51	20	0	0	0	0	0
IDAHO	3,148	47	7	0	1	0	0	0
ILLINOIS	45,492	1,158	1,349	61	5	2	0	5
INDIANA	32,820	0	0	0	0	12	0	0
IOWA	8,283	109	38	2	.	0	0	0
KANSAS	9,777	71	47	5	2	0	0	1
KENTUCKY	16,435	2,989	57	159	1	0	0	0
LOUISIANA	14,689	144	575	4	1	3	0	28
MAINE	4,225	516	133	1	4	0	0	3
MARYLAND	14,940	1,459	1,869	143	19	0	1	14
MASSACHUSETTS	10,090	2,060	2,647	108	258	0	20	58
MICHIGAN	28,726	461	552	62	.	1	1	1
MINNESOTA	1,172	10,159	85	7	.	0	.	2
MISSISSIPPI	9,906	3,886	725	8	1	0	0	3
MISSOURI	19,364	4,642	956	94	2	16	0	0
MONTANA	3,421	73	37	0	0	0	0	0
NEBRASKA	6,681	99	139	38	4	2	0	9
NEVADA	3,087	24	152	0	0	0	0	0
NEW HAMPSHIRE	1,563	432	423	20	18	0	0	7
NEW JERSEY	42,103	279	1.356	55	268	2	0	17
NEW MEXICO	4,654	1,981	260	0	0	0	0	0
NEW YORK	13,037	2,910	5,646	338	64	0	0	16
NORTH CAROLINA	21,340	761	146	3	5	1	0	2
NORTH DAKOTA	2,851	119	92	35	1	.	1	11
OHIO	38,725	0	0	1	7,649	0	.	0
OKLAHOMA	13,191	338	139	17	11	1	2	1
OREGON	9,613	658	421	3	26	0	2	12
PENNSYLVANIA	43,669	2,651	712	6	0	8	0	22
PUERTO RICO	277	658	115	0	24	1	0	6
RHODE ISLAND	2,727	89	164	1	6	0	0	2
SOUTH CAROLINA	15,958	1,129	210	0	10	0	0	0
SOUTH DAKOTA	227	3,302	94	3	0	0	0	3
TENNESSEE	19,733	1,118	520	10	0	0	0	0
TEXAS	2,845	36,649	14,256	926	22	5	189	832
UTAH	4,872	1,946	312	0	0	0	1	0
VERMONT	2,089	30	24	3	4	1	0	13
VIRGINIA	18,272	2,878	149	4	11	2	4	16
WASHINGTON	12,574	297	385	0	6	0	0	0
WEST VIRGINIA	397	8,929	221	0	0	0	0	0
WISCONSIN	11,990	590	266	10	3	0	0	3
WYOMING	21	13	0	0	8	0	0	1
AMERICAN SAMOA	91	0	0	0	0	0	0	0
GUAM	165	10	3	0	0	0	0	0
NORTHERN MARIANAS	36	2	0	0	0	0	0	0
PALAU	4	2	0	0	1	0	0	0
VIRGIN ISLANDS	61	3	15	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	186	412	52	0	0	0	0	0
U.S. AND INSULAR AREAS	695,318	118,078	42,596	2,214	8,510	84	226	1,094
50 STATES, D.C. & P.R.	694,775	117,649	42,526	2,214	8,509	84	226	1,094

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	99.25	0.16	0.57	0.01	0.00	0.01	0.00	0.00
ALASKA	85.39	9.26	4.91	0.04	0.40	0.00	0.00	0.00
ARIZONA	22.30	75.53	2.07	0.10	0.00	0.00	0.00	0.00
ARKANSAS	96.09	2.96	0.79	0.14	0.00	0.00	0.02	0.00
CALIFORNIA	92.83	2.52	4.57	0.04	0.04	0.00	0.00	0.00
COLORADO	67.46	27.81	4.64	0.01	0.00	0.00	0.03	0.04
CONNECTICUT	87.67	4.51	7.30	0.16	0.33	0.01	0.03	0.00
DELAWARE	91.41	6.54	2.05	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	74.35	1.12	23.98	0.56	0.00	0.00	0.00	0.00
FLORIDA	88.95	7.67	3.31	0.03	0.00	0.04	0.00	0.00
GEORGIA	69.32	29.79	0.87	0.00	0.01	0.00	0.00	0.01
HAWAII	93.64	4.57	1.79	0.00	0.00	0.00	0.00	0.00
IDAHO	98.28	1.47	0.22	0.00	0.03	0.00	0.00	0.00
ILLINOIS	94.63	2.41	2.81	0.13	0.01	0.00	0.00	0.01
INDIANA	99.96	0.00	0.00	0.00	0.00	0.04	0.00	0.00
IOWA	98.23	1.29	0.45	0.02	.	0.00	0.00	0.00
KANSAS	98.73	0.72	0.47	0.05	0.02	0.00	0.00	0.01
KENTUCKY	83.68	15.22	0.29	0.81	0.01	0.00	0.00	0.00
LOUISIANA	95.11	0.93	3.72	0.03	0.01	0.02	0.00	0.18
MAINE	86.54	10.57	2.72	0.02	0.08	0.00	0.00	0.06
MARYLAND	81.00	7.91	10.13	0.78	0.10	0.00	0.01	0.08
MASSACHUSETTS	66.20	13.52	17.37	0.71	1.69	0.00	0.13	0.38
MICHIGAN	96.38	1.55	1.85	0.21	.	0.00	0.00	0.00
MINNESOTA	10.26	88.92	0.74	0.06	.	0.00	.	0.02
MISSISSIPPI	68.18	26.75	4.99	0.06	0.01	0.00	0.00	0.02
MISSOURI	77.23	18.51	3.81	0.37	0.01	0.06	0.00	0.00
MONTANA	96.88	2.07	1.05	0.00	0.00	0.00	0.00	0.00
NEBRASKA	95.83	1.42	1.99	0.55	0.06	0.03	0.00	0.13
NEVADA	94.61	0.74	4.66	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	63.46	17.54	17.17	0.81	0.73	0.00	0.00	0.28
NEW JERSEY	95.51	0.63	3.08	0.12	0.61	0.00	0.00	0.04
NEW MEXICO	67.50	28.73	3.77	0.00	0.00	0.00	0.00	0.00
NEW YORK	59.23	13.22	25.65	1.54	0.29	0.00	0.00	0.07
NORTH CAROLINA	95.88	3.42	0.66	0.01	0.02	0.00	0.00	0.01
NORTH DAKOTA	91.67	3.83	2.96	1.13	0.03	.	0.03	0.35
OHIO	83.50	0.00	0.00	0.00	16.49	0.00	.	0.00
OKLAHOMA	96.28	2.47	1.01	0.12	0.08	0.01	0.01	0.01
OREGON	89.55	6.13	3.92	0.03	0.24	0.00	0.02	0.11
PENNSYLVANIA	92.78	5.63	1.51	0.01	0.00	0.02	0.00	0.05
PUERTO RICO	25.62	60.87	10.64	0.00	2.22	0.09	0.00	0.56
RHODE ISLAND	91.23	2.98	5.49	0.03	0.20	0.00	0.00	0.07
SOUTH CAROLINA	92.21	6.52	1.21	0.00	0.06	0.00	0.00	0.00
SOUTH DAKOTA	6.26	90.99	2.59	0.08	0.00	0.00	0.00	0.08
TENNESSEE	92.29	5.23	2.43	0.05	0.00	0.00	0.00	0.00
TEXAS	5.11	65.77	25.58	1.66	0.04	0.01	0.34	1.49
UTAH	68.32	27.29	4.38	0.00	0.00	0.00	0.01	0.00
VERMONT	96.53	1.39	1.11	0.14	0.18	0.05	0.00	0.60
VIRGINIA	85.64	13.49	0.70	0.02	0.05	0.01	0.02	0.07
WASHINGTON	94.81	2.24	2.90	0.00	0.05	0.00	0.00	0.00
WEST VIRGINIA	4.16	93.53	2.31	0.00	0.00	0.00	0.00	0.00
WISCONSIN	93.22	4.59	2.07	0.08	0.02	0.00	0.00	0.02
WYOMING	48.84	30.23	0.00	0.00	18.60	0.00	0.00	2.33
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	92.70	5.62	1.69	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	94.74	5.26	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	57.14	28.57	0.00	0.00	14.29	0.00	0.00	0.00
VIRGIN ISLANDS	77.22	3.80	18.99	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	28.62	63.38	8.00	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	80.09	13.60	4.91	0.26	0.98	0.01	0.03	0.13
50 STATES, D.C. & P.R.	80.13	13.57	4.90	0.26	0.98	0.01	0.03	0.13

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	737	1,992	5,315	137	11	20	4	9
ALASKA	9	70	76	0	0	0	0	0
ARIZONA	16	358	1,586	151	27	0	1	11
ARKANSAS	506	1,523	1,580	32	141	20	50	14
CALIFORNIA	312	230	7,861	1,493	62	97	0	6
COLORADO	27	282	721	6	1	0	0	2
CONNECTICUT	37	85	972	117	19	1	4	1
DELAWARE	28	158	270	168	0	0	0	3
DISTRICT OF COLUMBIA	6	8	199	77	7	0	1	0
FLORIDA	143	492	8,207	1,605	0	2	0	30
GEORGIA	751	1,941	6,449	81	6	47	2	11
HAWAII	19	121	383	0	0	0	0	1
IDAHO	315	429	495	14	0	0	0	2
ILLINOIS	70	140	6,919	945	579	26	165	3
INDIANA	52	589	6,818	241	0	0	17	7
IOWA	24	2,794	1,563	167	.	5	0	4
KANSAS	114	302	1,602	233	6	6	5	1
KENTUCKY	689	3,325	2,659	90	3	1	0	26
LOUISIANA	103	286	3,566	263	1	93	5	10
MAINE	58	217	397	9	13	0	1	0
MARYLAND	84	142	1,412	497	41	0	8	1
MASSACHUSETTS	9,301	1,899	2,439	99	238	0	19	53
MICHIGAN	288	950	4,668	1,209	.	1	0	2
MINNESOTA	142	3,168	666	42	.	13	.	4
MISSISSIPPI	50	459	1,712	40	0	15	2	11
MISSOURI	358	720	3,984	1,315	15	44	0	41
MONTANA	75	113	245	1	0	3	1	1
NEBRASKA	375	625	832	46	1	8	0	1
NEVADA	2	99	285	105	0	0	0	3
NEW HAMPSHIRE	54	43	196	23	13	0	3	1
NEW JERSEY	11	34	903	520	185	3	1	6
NEW MEXICO	15	195	533	0	4	2	0	12
NEW YORK	58	225	4,774	1,410	123	11	5	24
NORTH CAROLINA	1,159	2,727	4,000	378	78	5	39	16
NORTH DAKOTA	75	101	289	7	5	3	5	3
OHIO	117	2,020	13,836	254	78	0	.	6
OKLAHOMA	378	1,450	2,787	60	4	7	0	3
OREGON	194	304	821	14	7	0	0	3
PENNSYLVANIA	179	936	10,055	973	32	22	27	56
PUERTO RICO	45	2,140	2,274	120	27	2	5	64
RHODE ISLAND	13	7	326	1	59	0	6	2
SOUTH CAROLINA	144	1,589	3,328	320	0	2	0	10
SOUTH DAKOTA	17	414	136	1	5	1	3	0
TENNESSEE	323	1,097	3,102	70	50	40	0	9
TEXAS	454	5,839	2,437	200	3	40	31	153
UTAH	121	231	1,053	33	0	0	0	1
VERMONT	498	40	34	2	4	1	1	3
VIRGINIA	90	368	4,069	209	7	16	7	21
WASHINGTON	754	1,016	2,095	4	1	2	0	2
WEST VIRGINIA	13	393	2,119	114	9	0	0	5
WISCONSIN	40	225	780	76	1	1	0	1
WYOMING	9	7	2	10	0	19	1	2
AMERICAN SAMOA	88	5	9	0	0	0	0	0
GUAM	3	25	19	1	0	0	0	0
NORTHERN MARIANAS	15	24	0	0	0	0	0	0
PALAU	3	4	0	0	0	0	0	0
VIRGIN ISLANDS	0	6	202	10	0	0	0	8
BUR. OF INDIAN AFFAIRS	0	70	28	0	0	0	6	0
U.S. AND INSULAR AREAS	19,561	45,052	134,088	13,993	1,866	579	425	669
50 STATES, D.C. & P.R.	19,452	44,918	133,830	13,982	1,866	579	419	661

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8.96	24.22	64.62	1.67	0.13	0.24	0.05	0.11
ALASKA	5.81	45.16	49.03	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.74	16.65	73.77	7.02	1.26	0.00	0.05	0.51
ARKANSAS	13.09	39.39	40.87	0.83	3.65	0.52	1.29	0.36
CALIFORNIA	3.10	2.29	78.13	14.84	0.62	0.96	0.00	0.06
COLORADO	2.60	27.14	69.39	0.58	0.10	0.00	0.00	0.19
CONNECTICUT	2.99	6.88	78.64	9.47	1.54	0.08	0.32	0.08
DELAWARE	4.47	25.20	43.06	26.79	0.00	0.00	0.00	0.48
DISTRICT OF COLUMBIA	2.01	2.68	66.78	25.84	2.35	0.00	0.34	0.00
FLORIDA	1.36	4.70	78.32	15.32	0.00	0.02	0.00	0.29
GEORGIA	8.09	20.90	69.43	0.87	0.06	0.51	0.02	0.12
HAWAII	3.63	23.09	73.09	0.00	0.00	0.00	0.00	0.19
IDAHO	25.10	34.18	39.44	1.12	0.00	0.00	0.00	0.16
ILLINOIS	0.79	1.58	78.21	10.68	6.54	0.29	1.87	0.03
INDIANA	0.67	7.63	88.27	3.12	0.00	0.00	0.22	0.09
IOWA	0.53	61.31	34.30	3.66	.	0.11	0.00	0.09
KANSAS	5.02	13.31	70.60	10.27	0.26	0.26	0.22	0.04
KENTUCKY	10.14	48.95	39.14	1.32	0.04	0.01	0.00	0.38
LOUISIANA	2.38	6.61	82.41	6.08	0.02	2.15	0.12	0.23
MAINE	8.35	31.22	57.12	1.29	1.87	0.00	0.14	0.00
MARYLAND	3.84	6.50	64.62	22.75	1.88	0.00	0.37	0.05
MASSACHUSETTS	66.21	13.52	17.36	0.70	1.69	0.00	0.14	0.38
MICHIGAN	4.05	13.35	65.58	16.99	.	0.01	0.00	0.03
MINNESOTA	3.52	78.51	16.51	1.04	.	0.32	.	0.10
MISSISSIPPI	2.18	20.05	74.79	1.75	0.00	0.66	0.09	0.48
MISSOURI	5.53	11.12	61.51	20.30	0.23	0.68	0.00	0.63
MONTANA	17.08	25.74	55.81	0.23	0.00	0.68	0.23	0.23
NEBRASKA	19.86	33.10	44.07	2.44	0.05	0.42	0.00	0.05
NEVADA	0.40	20.04	57.69	21.26	0.00	0.00	0.00	0.61
NEW HAMPSHIRE	16.22	12.91	58.86	6.91	3.90	0.00	0.90	0.30
NEW JERSEY	0.66	2.04	54.30	31.27	11.12	0.18	0.06	0.36
NEW MEXICO	1.97	25.62	70.04	0.00	0.53	0.26	0.00	1.58
NEW YORK	0.87	3.39	72.01	21.27	1.86	0.17	0.08	0.36
NORTH CAROLINA	13.79	32.46	47.61	4.50	0.93	0.06	0.46	0.19
NORTH DAKOTA	15.37	20.70	59.22	1.43	1.02	0.61	1.02	0.61
OHIO	0.72	12.38	84.83	1.56	0.48	0.00	.	0.04
OKLAHOMA	8.06	30.92	59.44	1.28	0.09	0.15	0.00	0.06
OREGON	14.45	22.64	61.13	1.04	0.52	0.00	0.00	0.22
PENNSYLVANIA	1.46	7.62	81.88	7.92	0.26	0.18	0.22	0.46
PUERTO RICO	0.96	45.76	48.62	2.57	0.58	0.04	0.11	1.37
RHODE ISLAND	3.14	1.69	78.74	0.24	14.25	0.00	1.45	0.48
SOUTH CAROLINA	2.67	29.46	61.71	5.93	0.00	0.04	0.00	0.19
SOUTH DAKOTA	2.95	71.75	23.57	0.17	0.87	0.17	0.52	0.00
TENNESSEE	6.89	23.39	66.13	1.49	1.07	0.85	0.00	0.19
TEXAS	4.96	63.77	26.61	2.18	0.03	0.44	0.34	1.67
UTAH	8.41	16.05	73.18	2.29	0.00	0.00	0.00	0.07
VERMONT	85.42	6.86	5.83	0.34	0.69	0.17	0.17	0.51
VIRGINIA	1.88	7.69	85.00	4.37	0.15	0.33	0.15	0.44
WASHINGTON	19.46	26.23	54.08	0.10	0.03	0.05	0.00	0.05
WEST VIRGINIA	0.49	14.81	79.87	4.30	0.34	0.00	0.00	0.19
WISCONSIN	3.56	20.02	69.40	6.76	0.09	0.09	0.00	0.09
WYOMING	18.00	14.00	4.00	20.00	0.00	38.00	2.00	4.00
AMERICAN SAMOA	86.27	4.90	8.82	0.00	0.00	0.00	0.00	0.00
GUAM	6.25	52.08	39.58	2.08	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	38.46	61.54	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	42.86	57.14	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	2.65	89.38	4.42	0.00	0.00	0.00	3.54
BUR. OF INDIAN AFFAIRS	0.00	67.31	26.92	0.00	0.00	0.00	5.77	0.00
U.S. AND INSULAR AREAS	9.05	20.83	62.01	6.47	0.86	0.27	0.20	0.31
50 STATES, D.C. & P.R.	9.02	20.82	62.04	6.48	0.87	0.27	0.19	0.31

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,045	445	612	7	17	16	32	3
ALASKA	34	68	88	21	0	0	0	1
ARIZONA	10	362	490	61	36	0	50	7
ARKANSAS	8	21	41	3	4	0	2	1
CALIFORNIA	106	196	2,356	355	1,126	59	0	15
COLORADO	791	1,447	844	17	4	0	128	49
CONNECTICUT	1,230	380	1,289	155	244	30	127	30
DELAWARE	101	117	130	59	0	0	0	16
DISTRICT OF COLUMBIA	2	3	143	55	21	0	15	10
FLORIDA	1,076	2,742	5,394	715	0	15	17	12
GEORGIA	3,113	3,306	2,888	0	1	45	5	1
HAWAII	83	90	222	0	16	10	7	2
IDAHO	73	14	37	8	5	0	1	0
ILLINOIS	244	1,236	4,412	556	957	88	79	5
INDIANA	263	251	1,331	77	0	17	5	13
IOWA	101	1,305	871	105	.	25	7	8
KANSAS	512	482	530	88	1	97	0	0
KENTUCKY	72	379	543	57	2	62	15	3
LOUISIANA	100	158	1,200	105	1	34	6	8
MAINE	526	537	337	23	56	2	36	18
MARYLAND	170	106	734	213	220	1	32	10
MASSACHUSETTS	6,011	1,227	1,576	64	154	0	12	35
MICHIGAN	1,702	1,421	2,499	328	.	138	8	3
MINNESOTA	373	3,003	244	191	.	109	.	65
MISSISSIPPI	3	20	51	0	0	0	2	1
MISSOURI	672	1,504	1,788	232	130	63	24	92
MONTANA	73	41	71	3	0	20	5	0
NEBRASKA	377	193	321	26	14	3	1	3
NEVADA	23	210	129	10	0	0	0	1
NEW HAMPSHIRE	242	119	159	2	20	0	39	0
NEW JERSEY	104	356	1,483	407	972	31	8	30
NEW MEXICO	365	195	754	0	4	6	0	31
NEW YORK	331	1,857	8,789	2,086	1,201	4	23	315
NORTH CAROLINA	1,441	837	1,556	28	5	22	5	26
NORTH DAKOTA	59	39	53	2	.	0	2	1
OHIO	101	430	1,645	970	1	22	.	24
OKLAHOMA	52	51	474	32	5	18	9	12
OREGON	299	155	323	54	123	4	7	14
PENNSYLVANIA	388	799	3,769	346	429	66	21	47
PUERTO RICO	15	134	231	1	4	0	0	10
RHODE ISLAND	67	38	262	0	57	0	26	2
SOUTH CAROLINA	211	801	1,026	92	0	24	2	5
SOUTH DAKOTA	17	63	20	0	52	2	69	0
TENNESSEE	194	163	392	77	19	43	0	1
TEXAS	453	5,841	2,276	149	4	2	30	133
UTAH	1,617	1,683	803	66	0	0	0	17
VERMONT	228	8	11	11	3	2	5	1
VIRGINIA	394	365	1,935	82	51	8	58	12
WASHINGTON	524	646	659	44	33	1	2	22
WEST VIRGINIA	66	201	331	10	0	0	0	1
WISCONSIN	562	1,283	1,460	17	3	8	0	4
WYOMING	128	131	9	3	0	7	7	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	2	4	0	0	0	0	0
NORTHERN MARIANAS	6	0	0	0	0	0	0	0
PALAU	5	1	4	0	0	0	0	0
VIRGIN ISLANDS	0	0	15	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	12	61	16	1	1	1	12	1
U.S. AND INSULAR AREAS	26,776	37,523	59,631	8,014	5,996	1,105	941	1,121
50 STATES, D.C. & P.R.	26,752	37,459	59,591	8,013	5,995	1,104	929	1,120

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16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	48.00	20.44	28.11	0.32	0.78	0.73	1.47	0.14
ALASKA	16.04	32.08	41.51	9.91	0.00	0.00	0.00	0.47
ARIZONA	0.98	35.63	48.23	6.00	3.54	0.00	4.92	0.69
ARKANSAS	10.00	26.25	51.25	3.75	5.00	0.00	2.50	1.25
CALIFORNIA	2.52	4.65	55.92	8.43	26.73	1.40	0.00	0.36
COLORADO	24.12	44.12	25.73	0.52	0.12	0.00	3.90	1.49
CONNECTICUT	35.29	10.90	36.99	4.45	7.00	0.86	3.64	0.86
DELAWARE	23.88	27.66	30.73	13.95	0.00	0.00	0.00	3.78
DISTRICT OF COLUMBIA	0.80	1.20	57.43	22.09	8.43	0.00	6.02	4.02
FLORIDA	10.79	27.50	54.10	7.17	0.00	0.15	0.17	0.12
GEORGIA	33.26	35.32	30.86	0.00	0.01	0.48	0.05	0.01
HAWAII	19.30	20.93	51.63	0.00	3.72	2.33	1.63	0.47
IDAHO	52.90	10.14	26.81	5.80	3.62	0.00	0.72	0.00
ILLINOIS	3.22	16.31	58.23	7.34	12.63	1.16	1.04	0.07
INDIANA	13.44	12.83	68.01	3.93	0.00	0.87	0.26	0.66
IOWA	4.17	53.88	35.96	4.34	.	1.03	0.29	0.33
KANSAS	29.94	28.19	30.99	5.15	0.06	5.67	0.00	0.00
KENTUCKY	6.35	33.45	47.93	5.03	0.18	5.47	1.32	0.26
LOUISIANA	6.20	9.80	74.44	6.51	0.06	2.11	0.37	0.50
MAINE	34.27	34.98	21.95	1.50	3.65	0.13	2.35	1.17
MARYLAND	11.44	7.13	49.39	14.33	14.80	0.07	2.15	0.67
MASSACHUSETTS	66.21	13.51	17.36	0.70	1.70	0.00	0.13	0.39
MICHIGAN	27.91	23.30	40.97	5.38	.	2.26	0.13	0.05
MINNESOTA	9.36	75.36	6.12	4.79	.	2.74	.	1.63
MISSISSIPPI	3.90	25.97	66.23	0.00	0.00	0.00	2.60	1.30
MISSOURI	14.92	33.39	39.69	5.15	2.89	1.40	0.53	2.04
MONTANA	34.27	19.25	33.33	1.41	0.00	9.39	2.35	0.00
NEBRASKA	40.19	20.58	34.22	2.77	1.49	0.32	0.11	0.32
NEVADA	6.17	56.30	34.58	2.68	0.00	0.00	0.00	0.27
NEW HAMPSHIRE	41.65	20.48	27.37	0.34	3.44	0.00	6.71	0.00
NEW JERSEY	3.07	10.50	43.73	12.00	28.66	0.91	0.24	0.88
NEW MEXICO	26.94	14.39	55.65	0.00	0.30	0.44	0.00	2.29
NEW YORK	2.27	12.71	60.17	14.28	8.22	0.03	0.16	2.16
NORTH CAROLINA	36.76	21.35	39.69	0.71	0.13	0.56	0.13	0.66
NORTH DAKOTA	37.82	25.00	33.97	1.28	.	0.00	1.28	0.64
OHIO	3.16	13.47	51.52	30.38	0.03	0.69	.	0.75
OKLAHOMA	7.96	7.81	72.59	4.90	0.77	2.76	1.38	1.84
OREGON	30.54	15.83	32.99	5.52	12.56	0.41	0.72	1.43
PENNSYLVANIA	6.62	13.62	64.26	5.90	7.31	1.13	0.36	0.80
PUERTO RICO	3.80	33.92	58.48	0.25	1.01	0.00	0.00	2.53
RHODE ISLAND	14.82	8.41	57.96	0.00	12.61	0.00	5.75	0.44
SOUTH CAROLINA	9.76	37.07	47.48	4.26	0.00	1.11	0.09	0.23
SOUTH DAKOTA	7.62	28.25	8.97	0.00	23.32	0.90	30.94	0.00
TENNESSEE	21.82	18.34	44.09	8.66	2.14	4.84	0.00	0.11
TEXAS	5.10	65.72	25.61	1.68	0.05	0.02	0.34	1.50
UTAH	38.63	40.21	19.18	1.58	0.00	0.00	0.00	0.41
VERMONT	84.76	2.97	4.09	4.09	1.12	0.74	1.86	0.37
VIRGINIA	13.56	12.56	66.61	2.82	1.76	0.28	2.00	0.41
WASHINGTON	27.14	33.45	34.13	2.28	1.71	0.05	0.10	1.14
WEST VIRGINIA	10.84	33.00	54.35	1.64	0.00	0.00	0.00	0.16
WISCONSIN	16.84	38.45	43.75	0.51	0.09	0.24	0.00	0.12
WYOMING	44.91	45.96	3.16	1.05	0.00	2.46	2.46	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	14.29	28.57	57.14	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	10.00	40.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	11.43	58.10	15.24	0.95	0.95	0.95	11.43	0.95
U.S. AND INSULAR AREAS	18.98	26.59	42.26	5.68	4.25	0.78	0.67	0.79
50 STATES, D.C. & P.R.	18.98	26.57	42.27	5.68	4.25	0.78	0.66	0.79

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	210	50	139	19	1	52	3	0
ALASKA	17	14	35	0	0	0	0	0
ARIZONA	36	223	92	99	0	60	0	0
ARKANSAS	98	60	25	23	2	48	0	1
CALIFORNIA	530	232	2,442	18	15	232	0	0
COLORADO	144	107	93	4	0	23	0	0
CONNECTICUT	161	65	63	25	34	0	13	0
DELAWARE	38	18	27	7	0	0	0	0
DISTRICT OF COLUMBIA	4	0	14	0	0	0	0	0
FLORIDA	144	145	595	1	0	81	0	1
GEORGIA	137	155	193	64	0	43	0	0
HAWAII	28	28	62	0	0	0	0	0
IDAHO	95	21	17	0	0	0	0	0
ILLINOIS	176	244	786	54	4	58	4	0
INDIANA	58	153	313	63	0	59	0	0
IOWA	156	100	91	8	.	60	1	0
KANSAS	87	63	81	16	0	62	0	0
KENTUCKY	88	91	77	8	0	103	0	0
LOUISIANA	147	98	240	8	3	71	0	0
MAINE	92	25	11	3	0	15	0	0
MARYLAND	243	49	152	45	0	76	0	1
MASSACHUSETTS	614	126	161	7	16	0	1	3
MICHIGAN	450	159	478	87	.	0	0	0
MINNESOTA	184	430	41	7	.	12	.	1
MISSISSIPPI	16	43	93	4	0	45	0	1
MISSOURI	170	120	238	86	8	52	0	6
MONTANA	68	15	10	1	0	28	0	0
NEBRASKA	146	35	41	7	2	8	0	3
NEVADA	20	9	58	0	0	1	2	0
NEW HAMPSHIRE	26	1	7	82	2	0	7	0
NEW JERSEY	31	101	242	180	47	0	0	0
NEW MEXICO	54	34	58	0	0	31	0	1
NEW YORK	420	320	416	240	424	38	0	4
NORTH CAROLINA	431	145	161	5	0	205	0	0
NORTH DAKOTA	33	8	13	1	.	22	.	.
OHIO	240	80	706	59	9	28	.	1
OKLAHOMA	99	39	102	24	6	43	0	0
OREGON	311	53	100	1	10	25	0	7
PENNSYLVANIA	800	146	346	28	157	0	55	11
PUERTO RICO	11	120	189	2	91	0	2	2
RHODE ISLAND	13	4	3	47	0	0	0	0
SOUTH CAROLINA	155	170	161	12	0	42	2	0
SOUTH DAKOTA	49	69	1	24	0	32	0	0
TENNESSEE	207	72	173	35	1	43	0	0
TEXAS	64	809	875	199	1	132	5	90
UTAH	77	98	147	23	0	1	0	0
VERMONT	67	2	1	0	2	2	8	0
VIRGINIA	170	100	235	9	0	114	0	2
WASHINGTON	551	225	251	7	22	4	0	1
WEST VIRGINIA	20	57	59	9	2	33	0	0
WISCONSIN	75	9	24	7	0	5	0	0
WYOMING	45	30	0	7	0	4	0	0
AMERICAN SAMOA	0	0	7	0	0	0	0	0
GUAM	8	0	9	0	0	0	0	0
NORTHERN MARIANAS	21	0	0	0	0	0	0	0
PALAU	3	2	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	12	0	1	0	11	0	0
U.S. AND INSULAR AREAS	8,339	5,584	10,959	1,666	859	2,004	103	136
50 STATES, D.C. & P.R.	8,306	5,570	10,938	1,665	859	1,993	103	136

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	44.30	10.55	29.32	4.01	0.21	10.97	0.63	0.00
ALASKA	25.76	21.21	53.03	0.00	0.00	0.00	0.00	0.00
ARIZONA	7.06	43.73	18.04	19.41	0.00	11.76	0.00	0.00
ARKANSAS	38.13	23.35	9.73	8.95	0.78	18.68	0.00	0.39
CALIFORNIA	15.28	6.69	70.39	0.52	0.43	6.69	0.00	0.00
COLORADO	38.81	28.84	25.07	1.08	0.00	6.20	0.00	0.00
CONNECTICUT	44.60	18.01	17.45	6.93	9.42	0.00	3.60	0.00
DELAWARE	42.22	20.00	30.00	7.78	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	22.22	0.00	77.78	0.00	0.00	0.00	0.00	0.00
FLORIDA	14.89	14.99	61.53	0.10	0.00	8.38	0.00	0.10
GEORGIA	23.14	26.18	32.60	10.81	0.00	7.25	0.00	0.00
HAWAII	23.73	23.73	52.54	0.00	0.00	0.00	0.00	0.00
IDAHO	71.43	15.79	12.78	0.00	0.00	0.00	0.00	0.00
ILLINOIS	13.27	18.40	59.28	4.07	0.30	4.37	0.30	0.00
INDIANA	8.98	23.68	48.45	9.75	0.00	9.13	0.00	0.00
IOWA	37.50	24.04	21.88	1.92	.	14.42	0.24	0.00
KANSAS	28.16	20.39	26.21	5.18	0.00	20.06	0.00	0.00
KENTUCKY	23.98	24.80	20.98	2.18	0.00	28.07	0.00	0.00
LOUISIANA	25.93	17.28	42.33	1.41	0.53	12.52	0.00	0.00
MAINE	63.01	17.12	7.53	2.05	0.00	10.27	0.00	0.00
MARYLAND	42.93	8.66	26.86	7.95	0.00	13.43	0.00	0.18
MASSACHUSETTS	66.16	13.58	17.35	0.75	1.72	0.00	0.11	0.32
MICHIGAN	38.33	13.54	40.72	7.41	.	0.00	0.00	0.00
MINNESOTA	27.26	63.70	6.07	1.04	.	1.78	.	0.15
MISSISSIPPI	7.92	21.29	46.04	1.98	0.00	22.28	0.00	0.50
MISSOURI	25.00	17.65	35.00	12.65	1.18	7.65	0.00	0.88
MONTANA	55.74	12.30	8.20	0.82	0.00	22.95	0.00	0.00
NEBRASKA	60.33	14.46	16.94	2.89	0.83	3.31	0.00	1.24
NEVADA	22.22	10.00	64.44	0.00	0.00	1.11	2.22	0.00
NEW HAMPSHIRE	20.80	0.80	5.60	65.60	1.60	0.00	5.60	0.00
NEW JERSEY	5.16	16.81	40.27	29.95	7.82	0.00	0.00	0.00
NEW MEXICO	30.34	19.10	32.58	0.00	0.00	17.42	0.00	0.56
NEW YORK	22.56	17.19	22.34	12.89	22.77	2.04	0.00	0.21
NORTH CAROLINA	45.51	15.31	17.00	0.53	0.00	21.65	0.00	0.00
NORTH DAKOTA	42.86	10.39	16.88	1.30	.	28.57	.	.
OHIO	21.37	7.12	62.87	5.25	0.80	2.49	.	0.09
OKLAHOMA	31.63	12.46	32.59	7.67	1.92	13.74	0.00	0.00
OREGON	61.34	10.45	19.72	0.20	1.97	4.93	0.00	1.38
PENNSYLVANIA	51.85	9.46	22.42	1.81	10.17	0.00	3.56	0.71
PUERTO RICO	2.64	28.78	45.32	0.48	21.82	0.00	0.48	0.48
RHODE ISLAND	19.40	5.97	4.48	70.15	0.00	0.00	0.00	0.00
SOUTH CAROLINA	28.60	31.37	29.70	2.21	0.00	7.75	0.37	0.00
SOUTH DAKOTA	28.00	39.43	0.57	13.71	0.00	18.29	0.00	0.00
TENNESSEE	38.98	13.56	32.58	6.59	0.19	8.10	0.00	0.00
TEXAS	2.94	37.20	40.23	9.15	0.05	6.07	0.23	4.14
UTAH	22.25	28.32	42.49	6.65	0.00	0.29	0.00	0.00
VERMONT	81.71	2.44	1.22	0.00	2.44	2.44	9.76	0.00
VIRGINIA	26.98	15.87	37.30	1.43	0.00	18.10	0.00	0.32
WASHINGTON	51.93	21.21	23.66	0.66	2.07	0.38	0.00	0.09
WEST VIRGINIA	11.11	31.67	32.78	5.00	1.11	18.33	0.00	0.00
WISCONSIN	62.50	7.50	20.00	5.83	0.00	4.17	0.00	0.00
WYOMING	52.33	34.88	0.00	8.14	0.00	4.65	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	47.06	0.00	52.94	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	4.00	48.00	0.00	4.00	0.00	44.00	0.00	0.00
U.S. AND INSULAR AREAS	28.12	18.83	36.96	5.62	2.90	6.76	0.35	0.46
50 STATES, D.C. & P.R.	28.09	18.84	36.99	5.63	2.90	6.74	0.35	0.46

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6	11	417	35	1	14	0	13
ALASKA	17	56	156	0	0	0	1	1
ARIZONA	3	60	328	70	77	14	12	9
ARKANSAS	16	34	178	17	53	7	7	14
CALIFORNIA	77	42	2,072	341	89	1	0	0
COLORADO	103	610	1,240	99	0	14	2	9
CONNECTICUT	59	49	295	103	54	1	5	4
DELAWARE	0	0	2	5	0	0	0	0
DISTRICT OF COLUMBIA	2	9	23	79	35	1	0	0
FLORIDA	.	.	.	.	0	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	2	105	1	1	0	0	0
IDAHO	4	15	53	2	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	301	87	0	24	6	0
IOWA	6	0	187	63	.	0	13	4
KANSAS	175	141	273	52	5	56	2	16
KENTUCKY	29	53	400	79	10	2	1	14
LOUISIANA	10	2	273	103	0	35	2	15
MAINE	81	149	226	10	7	2	4	15
MARYLAND	147	97	492	704	145	3	9	12
MASSACHUSETTS	965	197	253	11	25	0	2	8
MICHIGAN	13	3	179	644	.	1	0	21
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1	5	85	13	0	17	0	9
MISSOURI	18	58	98	138	186	23	2	6
MONTANA	51	35	114	4	0	4	0	3
NEBRASKA	22	18	142	28	0	1	2	6
NEVADA	2	29	38	88	0	0	0	1
NEW HAMPSHIRE	23	8	19	48	20	0	5	3
NEW JERSEY	56	190	1,167	1,135	1,244	21	6	24
NEW MEXICO	0	0	360	0	0	14	0	8
NEW YORK	94	306	1,985	2,013	822	27	38	109
NORTH CAROLINA	24	40	322	109	13	34	61	10
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	17	337	2,300	1,807	1	1	.	23
OKLAHOMA	23	31	513	87	2	25	13	14
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	3	2	36	23	0	1	0	8
PUERTO RICO	14	20	182	26	28	2	3	245
RHODE ISLAND	2	1	29	0	27	0	3	0
SOUTH CAROLINA	0	5	73	16	0	48	0	1
SOUTH DAKOTA	3	103	89	6	4	10	31	8
TENNESSEE	23	35	496	47	43	18	0	15
TEXAS	71	907	352	49	84	20	4	31
UTAH	26	41	331	237	0	0	0	7
VERMONT	29	3	16	5	1	0	4	0
VIRGINIA	103	95	635	44	11	80	2	8
WASHINGTON	102	151	737	11	2	0	0	10
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,181	4,840	4,423	155	1	93	0	17
WYOMING	0	0	0	0	0	7	0	0
AMERICAN SAMOA	0	0	5	0	0	0	0	0
GUAM	1	4	5	1	0	0	0	0
NORTHERN MARIANAS	6	16	24	0	0	0	0	0
PALAU	2	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	16	8	1	0	1	0
BUR. OF INDIAN AFFAIRS	2	29	39	1	0	0	8	0
U.S. AND INSULAR AREAS	3,613	8,840	22,084	8,604	2,992	621	249	721
50 STATES, D.C. & P.R.	3,602	8,790	21,995	8,594	2,991	621	240	721

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.21	2.21	83.90	7.04	0.20	2.82	0.00	2.62
ALASKA	7.36	24.24	67.53	0.00	0.00	0.00	0.43	0.43
ARIZONA	0.52	10.47	57.24	12.22	13.44	2.44	2.09	1.57
ARKANSAS	4.91	10.43	54.60	5.21	16.26	2.15	2.15	4.29
CALIFORNIA	2.94	1.60	79.02	13.01	3.39	0.04	0.00	0.00
COLORADO	4.96	29.37	59.70	4.77	0.00	0.67	0.10	0.43
CONNECTICUT	10.35	8.60	51.75	18.07	9.47	0.18	0.88	0.70
DELAWARE	0.00	0.00	28.57	71.43	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	1.34	6.04	15.44	53.02	23.49	0.67	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.91	1.82	95.45	0.91	0.91	0.00	0.00	0.00
IDAHO	5.41	20.27	71.62	2.70	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	72.01	20.81	0.00	5.74	1.44	0.00
IOWA	2.20	0.00	68.50	23.08	.	0.00	4.76	1.47
KANSAS	24.31	19.58	37.92	7.22	0.69	7.78	0.28	2.22
KENTUCKY	4.93	9.01	68.03	13.44	1.70	0.34	0.17	2.38
LOUISIANA	2.27	0.45	62.05	23.41	0.00	7.95	0.45	3.41
MAINE	16.40	30.16	45.75	2.02	1.42	0.40	0.81	3.04
MARYLAND	9.14	6.03	30.58	43.75	9.01	0.19	0.56	0.75
MASSACHUSETTS	66.05	13.48	17.32	0.75	1.71	0.00	0.14	0.55
MICHIGAN	1.51	0.35	20.79	74.80	.	0.12	0.00	2.44
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.77	3.85	65.38	10.00	0.00	13.08	0.00	6.92
MISSOURI	3.40	10.96	18.53	26.09	35.16	4.35	0.38	1.13
MONTANA	24.17	16.59	54.03	1.90	0.00	1.90	0.00	1.42
NEBRASKA	10.05	8.22	64.84	12.79	0.00	0.46	0.91	2.74
NEVADA	1.27	18.35	24.05	55.70	0.00	0.00	0.00	0.63
NEW HAMPSHIRE	18.25	6.35	15.08	38.10	15.87	0.00	3.97	2.38
NEW JERSEY	1.46	4.94	30.37	29.53	32.37	0.55	0.16	0.62
NEW MEXICO	0.00	0.00	94.24	0.00	0.00	3.66	0.00	2.09
NEW YORK	1.74	5.67	36.80	37.32	15.24	0.50	0.70	2.02
NORTH CAROLINA	3.92	6.53	52.53	17.78	2.12	5.55	9.95	1.63
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.38	7.51	51.27	40.28	0.02	0.02	.	0.51
OKLAHOMA	3.25	4.38	72.46	12.29	0.28	3.53	1.84	1.98
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4.11	2.74	49.32	31.51	0.00	1.37	0.00	10.96
PUERTO RICO	2.69	3.85	35.00	5.00	5.38	0.38	0.58	47.12
RHODE ISLAND	3.23	1.61	46.77	0.00	43.55	0.00	4.84	0.00
SOUTH CAROLINA	0.00	3.50	51.05	11.19	0.00	33.57	0.00	0.70
SOUTH DAKOTA	1.18	40.55	35.04	2.36	1.57	3.94	12.20	3.15
TENNESSEE	3.40	5.17	73.26	6.94	6.35	2.66	0.00	2.22
TEXAS	4.68	59.75	23.19	3.23	5.53	1.32	0.26	2.04
UTAH	4.05	6.39	51.56	36.92	0.00	0.00	0.00	1.09
VERMONT	50.00	5.17	27.59	8.62	1.72	0.00	6.90	0.00
VIRGINIA	10.53	9.71	64.93	4.50	1.12	8.18	0.20	0.82
WASHINGTON	10.07	14.91	72.75	1.09	0.20	0.00	0.00	0.99
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	11.03	45.19	41.30	1.45	0.01	0.87	0.00	0.16
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	9.09	36.36	45.45	9.09	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	13.04	34.78	52.17	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	61.54	30.77	3.85	0.00	3.85	0.00
BUR. OF INDIAN AFFAIRS	2.53	36.71	49.37	1.27	0.00	0.00	10.13	0.00
U.S. AND INSULAR AREAS	7.57	18.52	46.27	18.03	6.27	1.30	0.52	1.51
50 STATES, D.C. & P.R.	7.57	18.48	46.25	18.07	6.29	1.31	0.50	1.52

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	139	25	74	5	0	0	0	1
ALASKA	20	15	7	0	0	0	0	0
ARIZONA	67	133	108	9	6	0	0	1
ARKANSAS	37	28	27	0	8	0	2	2
CALIFORNIA	845	349	1,967	380	9	0	0	0
COLORADO	263	172	49	2	0	0	0	5
CONNECTICUT	115	11	23	5	16	0	0	5
DELAWARE	26	10	41	58	0	0	0	10
DISTRICT OF COLUMBIA	2	0	3	32	0	0	0	0
FLORIDA	323	200	1,146	70	0	0	0	32
GEORGIA	77	134	153	0	0	0	0	0
HAWAII	33	14	26	13	0	0	1	0
IDAHO	69	18	28	0	0	0	0	0
ILLINOIS	219	174	637	297	52	7	8	65
INDIANA	108	90	228	0	0	0	0	0
IOWA	254	153	81	2	.	0	0	29
KANSAS	143	24	21	16	4	0	0	1
KENTUCKY	123	49	59	2	1	0	0	5
LOUISIANA	185	104	272	22	0	4	0	25
MAINE	81	20	5	0	1	0	0	2
MARYLAND	127	39	157	15	4	0	0	1
MASSACHUSETTS	483	99	127	5	12	0	1	3
MICHIGAN	932	359	608	169	.	0	0	12
MINNESOTA	135	517	49	1	.	0	.	4
MISSISSIPPI	42	86	274	17	0	4	3	41
MISSOURI	160	110	178	164	2	0	4	6
MONTANA	26	10	25	0	0	8	0	0
NEBRASKA	147	19	19	4	0	0	0	19
NEVADA	38	76	20	6	0	0	0	1
NEW HAMPSHIRE	39	30	18	6	0	0	0	0
NEW JERSEY	19	68	3	117	89	0	0	1
NEW MEXICO	90	68	147	0	0	0	0	4
NEW YORK	670	173	282	64	90	0	0	12
NORTH CAROLINA	321	59	83	28	1	0	0	6
NORTH DAKOTA	43	7	14	2	0	.	2	.
OHIO	431	83	545	83	6	0	.	258
OKLAHOMA	113	20	49	5	0	0	0	1
OREGON	239	65	104	2	4	0	0	11
PENNSYLVANIA	95	24	351	107	95	0	7	3
PUERTO RICO	71	91	24	2	42	0	2	14
RHODE ISLAND	25	27	16	0	4	0	0	1
SOUTH CAROLINA	94	113	160	27	1	0	0	2
SOUTH DAKOTA	25	56	4	0	6	1	42	4
TENNESSEE	154	77	219	30	2	0	0	25
TEXAS	110	1,410	595	50	1	11	7	38
UTAH	43	30	43	0	0	0	0	9
VERMONT	53	2	0	0	0	0	1	0
VIRGINIA	249	44	149	28	1	0	0	7
WASHINGTON	366	132	100	2	2	0	0	5
WEST VIRGINIA	43	54	56	4	0	0	0	0
WISCONSIN	198	36	57	3	0	0	0	2
WYOMING	54	23	0	3	2	1	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	11	1	0	0	0	0	0	0
NORTHERN MARIANAS	3	9	0	0	0	0	0	0
PALAU	2	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	2	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	12	0	0	0	0	0	0
U.S. AND INSULAR AREAS	8,784	5,754	9,434	1,857	461	36	80	673
50 STATES, D.C. & P.R.	8,764	5,730	9,431	1,857	461	36	80	673

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXOP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
	PERCENTAGE							
ALABAMA	56.97	10.25	30.33	2.05	0.00	0.00	0.00	0.41
ALASKA	47.62	35.71	16.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	20.68	41.05	33.33	2.78	1.85	0.00	0.00	0.31
ARKANSAS	35.58	26.92	25.96	0.00	7.69	0.00	1.92	1.92
CALIFORNIA	23.80	9.83	55.41	10.70	0.25	0.00	0.00	0.00
COLORADO	53.56	35.03	9.98	0.41	0.00	0.00	0.00	1.02
CONNECTICUT	65.71	6.29	13.14	2.86	9.14	0.00	0.00	2.86
DELAWARE	17.93	6.90	28.28	40.00	0.00	0.00	0.00	6.90
DISTRICT OF COLUMBIA	5.41	0.00	8.11	86.49	0.00	0.00	0.00	0.00
FLORIDA	18.24	11.29	64.71	3.95	0.00	0.00	0.00	1.81
GEORGIA	21.15	36.81	42.03	0.00	0.00	0.00	0.00	0.00
HAWAII	37.93	16.09	29.89	14.94	0.00	0.00	1.15	0.00
IDAHO	60.00	15.65	24.35	0.00	0.00	0.00	0.00	0.00
ILLINOIS	15.01	11.93	43.66	20.36	3.56	0.48	0.55	4.46
INDIANA	25.35	21.13	53.52	0.00	0.00	0.00	0.00	0.00
IOWA	48.94	29.48	15.61	0.39	.	0.00	0.00	5.59
KANSAS	68.42	11.48	10.05	7.66	1.91	0.00	0.00	0.48
KENTUCKY	51.46	20.50	24.69	0.84	0.42	0.00	0.00	2.09
LOUISIANA	30.23	16.99	44.44	3.59	0.00	0.65	0.00	4.08
MAINE	74.31	18.35	4.59	0.00	0.92	0.00	0.00	1.83
MARYLAND	37.03	11.37	45.77	4.37	1.17	0.00	0.00	0.29
MASSACHUSETTS	66.16	13.56	17.40	0.68	1.64	0.00	0.14	0.41
MICHIGAN	44.81	17.26	29.23	8.12	.	0.00	0.00	0.58
MINNESOTA	19.12	73.23	6.94	0.14	.	0.00	.	0.57
MISSISSIPPI	8.99	18.42	58.67	3.64	0.00	0.86	0.64	8.78
MISSOURI	25.64	17.63	28.53	26.28	0.32	0.00	0.64	0.96
MONTANA	37.68	14.49	36.23	0.00	0.00	11.59	0.00	0.00
NEBRASKA	70.67	9.13	9.13	1.92	0.00	0.00	0.00	9.13
NEVADA	26.95	53.90	14.18	4.26	0.00	0.00	0.00	0.71
NEW HAMPSHIRE	41.94	32.26	19.35	6.45	0.00	0.00	0.00	0.00
NEW JERSEY	6.40	22.90	1.01	39.39	29.97	0.00	0.00	0.34
NEW MEXICO	29.13	22.01	47.57	0.00	0.00	0.00	0.00	1.29
NEW YORK	51.90	13.40	21.84	4.96	6.97	0.00	0.00	0.93
NORTH CAROLINA	64.46	11.85	16.67	5.62	0.20	0.00	0.00	1.20
NORTH DAKOTA	63.24	10.29	20.59	2.94	0.00	.	2.94	.
OHIO	30.65	5.90	38.76	5.90	0.43	0.00	.	18.35
OKLAHOMA	60.11	10.64	26.06	2.66	0.00	0.00	0.00	0.53
OREGON	56.24	15.29	24.47	0.47	0.94	0.00	0.00	2.59
PENNSYLVANIA	13.93	3.52	51.47	15.69	13.93	0.00	1.03	0.44
PUERTO RICO	28.86	36.99	9.76	0.81	17.07	0.00	0.81	5.69
RHODE ISLAND	34.25	36.99	21.92	0.00	5.48	0.00	0.00	1.37
SOUTH CAROLINA	23.68	28.46	40.30	6.80	0.25	0.00	0.00	0.50
SOUTH DAKOTA	18.12	40.58	2.90	0.00	4.35	0.72	30.43	2.90
TENNESSEE	30.37	15.19	43.20	5.92	0.39	0.00	0.00	4.93
TEXAS	4.95	63.46	26.78	2.25	0.05	0.50	0.32	1.71
UTAH	34.40	24.00	34.40	0.00	0.00	0.00	0.00	7.20
VERMONT	94.64	3.57	0.00	0.00	0.00	0.00	1.79	0.00
VIRGINIA	52.09	9.21	31.17	5.86	0.21	0.00	0.00	1.46
WASHINGTON	60.30	21.75	16.47	0.33	0.33	0.00	0.00	0.82
WEST VIRGINIA	27.39	34.39	35.67	2.55	0.00	0.00	0.00	0.00
WISCONSIN	66.89	12.16	19.26	1.01	0.00	0.00	0.00	0.68
WYOMING	65.06	27.71	0.00	3.61	2.41	1.20	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	91.67	8.33	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	20.00	80.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	32.44	21.25	34.84	6.86	1.70	0.13	0.30	2.49
50 STATES, D.C. & P.R.	32.42	21.20	34.89	6.87	1.71	0.13	0.30	2.49

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LEDONP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	338	34	62	8	0	0	0	29
ALASKA	46	27	19	0	0	0	0	0
ARIZONA	0	7	3	0	0	1	0	8
ARKANSAS	48	64	57	2	4	0	0	4
CALIFORNIA	3,995	794	1,162	218	74	0	0	0
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	89	10	29	2	4	0	0	13
DELAWARE	33	11	15	16	0	0	0	2
DISTRICT OF COLUMBIA	0	0	15	11	22	0	1	0
FLORIDA	5	0	243	60	0	37	0	273
GEORGIA	76	148	66	2	0	0	0	7
HAWAII	23	41	38	1	0	0	0	4
IDAHO	92	29	30	0	0	0	0	9
ILLINOIS	48	48	264	103	77	1	0	90
INDIANA	0	3	105	2	0	0	0	0
IOWA	0	0	0	0	.	0	0	0
KANSAS	146	42	74	4	1	1	0	8
KENTUCKY	52	49	18	2	0	0	0	15
LOUISIANA	185	170	546	28	0	4	1	20
MAINE	54	39	28	1	0	0	2	5
MARYLAND	203	111	217	48	14	0	3	14
MASSACHUSETTS	614	126	161	7	16	0	1	3
MICHIGAN	38	35	225	125	.	0	0	1
MINNESOTA	68	328	35	2	.	2	.	4
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	104	144	26	20	0	0	2	84
MONTANA	30	20	7	0	0	0	0	3
NEBRASKA	166	27	64	3	0	0	1	24
NEVADA	6	5	1	0	0	0	0	32
NEW HAMPSHIRE	114	52	66	14	9	0	1	0
NEW JERSEY	17	54	1	50	1	0	0	39
NEW MEXICO	4	17	53	0	0	0	0	2
NEW YORK	401	378	548	594	177	0	15	38
NORTH CAROLINA	547	214	388	55	2	0	0	27
NORTH DAKOTA	23	6	10	2	.	.	2	2
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	46	19	31	8	3	0	0	4
OREGON	249	96	165	6	13	1	1	11
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	44	172	118	3	8	0	1	64
RHODE ISLAND	41	15	25	0	3	0	3	11
SOUTH CAROLINA	4	20	48	6	0	0	0	0
SOUTH DAKOTA	7	19	8	0	0	0	8	1
TENNESSEE	215	126	193	12	0	7	0	166
TEXAS	238	3,055	1,230	91	2	10	16	74
UTAH	55	71	38	1	0	0	0	5
VERMONT	78	1	3	1	3	0	1	3
VIRGINIA	102	38	282	49	4	2	7	12
WASHINGTON	1,234	1,672	2,515	11	11	1	0	5
WEST VIRGINIA	0	5	37	0	0	0	1	2
WISCONSIN	113	13	15	2	0	0	0	16
WYOMING	53	30	1	1	1	2	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	8	3	1	0	0	0	0	0
NORTHERN MARIANAS	6	0	0	0	0	0	0	0
PALAU	10	5	0	0	0	0	0	0
VIRGIN ISLANDS	0	1	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	11	0	0	0	0	0	0
U.S. AND INSULAR AREAS	10,070	8,405	9,286	1,571	449	69	67	1,135
50 STATES, D.C. & P.R.	10,044	8,385	9,285	1,571	449	69	67	1,135

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPARATE CLASS	 PUBLIC SEPARATE FACILITY	 PRIVATE SEPARATE FACILITY	 PUBLIC RESIDENTIAL FACILITY	 PRIVATE RESIDENTIAL FACILITY	 HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	71.76	7.22	13.16	1.70	0.00	0.00	0.00	6.16
ALASKA	50.00	29.35	20.65	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	36.84	15.79	0.00	0.00	5.26	0.00	42.11
ARKANSAS	26.82	35.75	31.84	1.12	2.23	0.00	0.00	2.23
CALIFORNIA	63.99	12.72	18.61	3.49	1.19	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	60.54	6.80	19.73	1.36	2.72	0.00	0.00	8.84
DELAWARE	42.86	14.29	19.48	20.78	0.00	0.00	0.00	2.60
DISTRICT OF COLUMBIA	0.00	0.00	30.61	22.45	44.90	0.00	2.04	0.00
FLORIDA	0.81	0.00	39.32	9.71	0.00	5.99	0.00	44.17
GEORGIA	25.42	49.50	22.07	0.67	0.00	0.00	0.00	2.34
HAWAII	21.50	38.32	35.51	0.93	0.00	0.00	0.00	3.74
IDAHO	57.50	18.12	18.75	0.00	0.00	0.00	0.00	5.62
ILLINOIS	7.61	7.61	41.84	16.32	12.20	0.16	0.00	14.26
INDIANA	0.00	2.73	95.45	1.82	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	52.90	15.22	26.81	1.45	0.36	0.36	0.00	2.90
KENTUCKY	38.24	36.03	13.24	1.47	0.00	0.00	0.00	11.03
LOUISIANA	19.39	17.82	57.23	2.94	0.00	0.42	0.10	2.10
MAINE	41.86	30.23	21.71	0.78	0.00	0.00	1.55	3.88
MARYLAND	33.28	18.20	35.57	7.87	2.30	0.00	0.49	2.30
MASSACHUSETTS	66.16	13.58	17.35	0.75	1.72	0.00	0.11	0.32
MICHIGAN	8.96	8.25	53.07	29.48	.	0.00	0.00	0.24
MINNESOTA	15.49	74.72	7.97	0.46	.	0.46	.	0.91
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	27.37	37.89	6.84	5.26	0.00	0.00	0.53	22.11
MONTANA	50.00	33.33	11.67	0.00	0.00	0.00	0.00	5.00
NEBRASKA	58.25	9.47	22.46	1.05	0.00	0.00	0.35	8.42
NEVADA	13.64	11.36	2.27	0.00	0.00	0.00	0.00	72.73
NEW HAMPSHIRE	44.53	20.31	25.78	5.47	3.52	0.00	0.39	0.00
NEW JERSEY	10.49	33.33	0.62	30.86	0.62	0.00	0.00	24.07
NEW MEXICO	5.26	22.37	69.74	0.00	0.00	0.00	0.00	2.63
NEW YORK	18.64	17.57	25.48	27.62	8.23	0.00	0.70	1.77
NORTH CAROLINA	44.36	17.36	31.47	4.46	0.16	0.00	0.00	2.19
NORTH DAKOTA	51.11	13.33	22.22	4.44	.	.	4.44	4.44
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	41.44	17.12	27.93	7.21	2.70	0.00	0.00	3.60
OREGON	45.94	17.71	30.44	1.11	2.40	0.18	0.18	2.03
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	10.73	41.95	28.78	0.73	1.95	0.00	0.24	15.61
RHODE ISLAND	41.84	15.31	25.51	0.00	3.06	0.00	3.06	11.22
SOUTH CAROLINA	5.13	25.64	61.54	7.69	0.00	0.00	0.00	0.00
SOUTH DAKOTA	16.28	44.19	18.60	0.00	0.00	0.00	18.60	2.33
TENNESSEE	29.90	17.52	26.84	1.67	0.00	0.97	0.00	23.09
TEXAS	5.05	64.78	26.08	1.93	0.04	0.21	0.34	1.57
UTAH	32.35	41.76	22.35	0.59	0.00	0.00	0.00	2.94
VERMONT	86.67	1.11	3.33	1.11	3.33	0.00	1.11	3.33
VIRGINIA	20.56	7.66	56.85	9.88	0.81	0.40	1.41	2.42
WASHINGTON	22.65	30.68	46.16	0.20	0.20	0.02	0.00	0.09
WEST VIRGINIA	0.00	11.11	82.22	0.00	0.00	0.00	2.22	4.44
WISCONSIN	71.07	8.18	9.43	1.26	0.00	0.00	0.00	10.06
WYOMING	59.55	33.71	1.12	1.12	1.12	2.25	0.00	1.12
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	66.67	25.00	8.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	15.38	84.62	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	32.43	27.07	29.90	5.06	1.45	0.22	0.22	3.66
50 STATES, D.C. & P.R.	32.39	27.04	29.95	5.07	1.45	0.22	0.22	3.66

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	127	305	20	18	0	21	0	0
ALASKA	13	170	0	0	0	0	0	0
ARIZONA	34	78	28	25	0	20	0	1
ARKANSAS	18	17	6	0	0	32	0	0
CALIFORNIA	292	136	918	36	8	22	0	0
COLORADO	90	30	9	0	0	11	0	0
CONNECTICUT	69	57	57	30	9	0	2	0
DELAWARE	26	14	1	1	0	0	0	0
DISTRICT OF COLUMBIA	0	1	0	13	0	0	1	0
FLORIDA	187	85	134	13	0	0	0	0
GEORGIA	101	61	23	0	0	39	0	1
HAWAII	14	4	6	0	0	0	0	0
IDAHO	14	8	4	0	0	0	0	0
ILLINOIS	154	125	150	13	9	25	0	0
INDIANA	56	102	30	41	0	40	0	0
IOWA	38	22	10	0	.	13	0	0
KANSAS	69	13	5	7	0	5	0	0
KENTUCKY	127	33	2	3	0	32	0	0
LOUISIANA	72	35	69	0	0	10	0	0
MAINE	36	11	6	0	0	0	0	0
MARYLAND	116	35	32	24	0	42	0	0
MASSACHUSETTS	263	54	69	3	7	0	1	1
MICHIGAN	188	60	73	19	.	0	2	41
MINNESOTA	60	100	6	0	.	0	.	0
MISSISSIPPI	7	21	35	1	0	26	0	2
MISSOURI	124	42	62	6	22	7	4	100
MONTANA	20	5	6	1	0	0	0	0
NEBRASKA	56	17	15	1	0	7	0	0
NEVADA	9	2	33	0	0	0	0	0
NEW HAMPSHIRE	5	3	4	39	0	0	1	0
NEW JERSEY	33	129	18	0	28	0	0	0
NEW MEXICO	39	10	21	0	0	8	0	0
NEW YORK	277	133	135	59	35	23	0	0
NORTH CAROLINA	192	61	19	2	0	23	0	0
NORTH DAKOTA	25	1	5	3	.	5	.	.
OHIO	158	32	193	8	5	32	.	1
OKLAHOMA	63	8	22	8	1	26	0	2
OREGON	97	14	24	3	0	8	0	4
PENNSYLVANIA	389	47	124	7	50	0	61	2
PUERTO RICO	32	151	37	0	4	27	1	5
RHODE ISLAND	18	7	7	0	2	0	1	0
SOUTH CAROLINA	87	45	39	4	0	15	0	0
SOUTH DAKOTA	12	13	1	6	0	4	0	0
TENNESSEE	283	64	29	30	0	18	0	0
TEXAS	41	528	251	28	0	11	3	18
UTAH	58	35	59	14	0	10	0	1
VERMONT	20	0	0	0	0	0	0	0
VIRGINIA	219	25	18	3	1	38	0	2
WASHINGTON	95	42	76	0	0	0	0	0
WEST VIRGINIA	9	54	2	0	0	21	0	0
WISCONSIN	67	15	3	2	0	14	0	0
WYOMING	1,859	109	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	6	2	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	8	4	3	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	3	0	0	0	5	0	0
U.S. AND INSULAR AREAS	6,472	3,178	2,903	471	181	640	77	181
50 STATES, D.C. & P.R.	6,458	3,169	2,896	471	181	635	77	181

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	25.87	62.12	4.07	3.67	0.00	4.28	0.00	0.00
ALASKA	7.10	92.90	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	18.28	41.94	15.05	13.44	0.00	10.75	0.00	0.54
ARKANSAS	24.66	23.29	8.22	0.00	0.00	43.84	0.00	0.00
CALIFORNIA	20.68	9.63	65.01	2.55	0.57	1.56	0.00	0.00
COLORADO	64.29	21.43	6.43	0.00	0.00	7.86	0.00	0.00
CONNECTICUT	30.80	25.45	25.45	13.39	4.02	0.00	0.89	0.00
DELAWARE	61.90	33.33	2.38	2.38	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	6.67	0.00	86.67	0.00	0.00	6.67	0.00
FLORIDA	44.63	20.29	31.98	3.10	0.00	0.00	0.00	0.00
GEORGIA	44.89	27.11	10.22	0.00	0.00	17.33	0.00	0.44
HAWAII	58.33	16.67	25.00	0.00	0.00	0.00	0.00	0.00
IDAHO	53.85	30.77	15.38	0.00	0.00	0.00	0.00	0.00
ILLINOIS	32.35	26.26	31.51	2.73	1.89	5.25	0.00	0.00
INDIANA	20.82	37.92	11.15	15.24	0.00	14.87	0.00	0.00
IOWA	45.78	26.51	12.05	0.00	.	15.66	0.00	0.00
KANSAS	69.70	13.13	5.05	7.07	0.00	5.05	0.00	0.00
KENTUCKY	64.47	16.75	1.02	1.52	0.00	16.24	0.00	0.00
LOUISIANA	38.71	18.82	37.10	0.00	0.00	5.38	0.00	0.00
MAINE	67.92	20.75	11.32	0.00	0.00	0.00	0.00	0.00
MARYLAND	46.59	14.06	12.85	9.64	0.00	16.87	0.00	0.00
MASSACHUSETTS	66.08	13.57	17.34	0.75	1.76	0.00	0.25	0.25
MICHIGAN	49.09	15.67	19.06	4.96	.	0.00	0.52	10.70
MINNESOTA	36.14	60.24	3.61	0.00	.	0.00	.	0.00
MISSISSIPPI	7.61	22.83	38.04	1.09	0.00	28.26	0.00	2.17
MISSOURI	33.79	11.44	16.89	1.63	5.99	1.91	1.09	27.25
MONTANA	62.50	15.63	18.75	3.13	0.00	0.00	0.00	0.00
NEBRASKA	58.33	17.71	15.63	1.04	0.00	7.29	0.00	0.00
NEVADA	20.45	4.55	75.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	9.62	5.77	7.69	75.00	0.00	0.00	1.92	0.00
NEW JERSEY	15.87	62.02	8.65	0.00	13.46	0.00	0.00	0.00
NEW MEXICO	50.00	12.82	26.92	0.00	0.00	10.26	0.00	0.00
NEW YORK	41.84	20.09	20.39	8.91	5.29	3.47	0.00	0.00
NORTH CAROLINA	64.65	20.54	6.40	0.67	0.00	7.74	0.00	0.00
NORTH DAKOTA	64.10	2.56	12.82	7.69	.	12.82	.	.
OHIO	36.83	7.46	44.99	1.86	1.17	7.46	.	0.23
OKLAHOMA	48.46	6.15	16.92	6.15	0.77	20.00	0.00	1.54
OREGON	64.67	9.33	16.00	2.00	0.00	5.33	0.00	2.67
PENNSYLVANIA	57.21	6.91	18.24	1.03	7.35	0.00	8.97	0.29
PUERTO RICO	12.45	58.75	14.40	0.00	1.56	10.51	0.39	1.95
RHODE ISLAND	51.43	20.00	20.00	0.00	5.71	0.00	2.86	0.00
SOUTH CAROLINA	45.79	23.68	20.53	2.11	0.00	7.89	0.00	0.00
SOUTH DAKOTA	33.33	36.11	2.78	16.67	0.00	11.11	0.00	0.00
TENNESSEE	66.75	15.09	6.84	7.08	0.00	4.25	0.00	0.00
TEXAS	4.66	60.00	28.52	3.18	0.00	1.25	0.34	2.05
UTAH	32.77	19.77	33.33	7.91	0.00	5.65	0.00	0.56
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	71.57	8.17	5.88	0.98	0.33	12.42	0.00	0.65
WASHINGTON	44.60	19.72	35.68	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	10.47	62.79	2.33	0.00	0.00	24.42	0.00	0.00
WISCONSIN	66.34	14.85	2.97	1.98	0.00	13.86	0.00	0.00
WYOMING	94.46	5.54	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	66.67	22.22	11.11	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	53.33	26.67	20.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	37.50	0.00	0.00	0.00	62.50	0.00	0.00
U.S. AND INSULAR AREAS	45.89	22.53	20.58	3.34	1.28	4.54	0.55	1.28
50 STATES, D.C. & P.R.	45.91	22.53	20.59	3.35	1.29	4.51	0.55	1.29

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	2	0	0	0	0	0
ALASKA	0	0	2	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	2	0	34	5	1	9	0	0
COLORADO	0	0	15	9	0	1	0	0
CONNECTICUT	5	2	1	2	1	0	1	0
DELAWARE	1	0	10	6	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	0	0	5	3	0	0	0	0
GEORGIA	1	1	2	1	0	1	0	0
HAWAII	0	0	2	0	0	0	0	0
IDAHO	1	0	1	0	0	0	0	0
ILLINOIS	0	0	5	1	0	4	0	0
INDIANA	0	0	21	1	0	3	0	0
IOWA	0	0	0	0	.	7	0	0
KANSAS	0	0	6	0	0	0	0	0
KENTUCKY	0	2	3	1	0	1	0	2
LOUISIANA	0	0	2	1	0	4	0	0
MAINE	0	0	2	0	0	0	1	0
MARYLAND	2	0	1	9	0	15	0	1
MASSACHUSETTS	44	9	12	0	1	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	2	2	.	0	.	0
MISSISSIPPI	0	0	3	2	0	1	0	0
MISSOURI	2	0	42	34	0	1	0	0
MONTANA	1	0	3	0	0	2	0	0
NEBRASKA	1	0	1	0	0	0	0	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	3	1	0	1	0
NEW JERSEY	0	0	2	2	12	52	0	0
NEW MEXICO	0	0	0	0	0	0	0	4
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	4	5	1	9	0	0
NORTH DAKOTA	.	.	.	.	.	1	.	.
OHIO	0	0	0	0	0	0	.	0
OKLAHOMA	1	3	14	6	0	1	2	1
OREGON	0	0	7	0	0	2	0	0
PENNSYLVANIA	0	0	2	0	0	0	0	0
PUERTO RICO	1	1	3	9	1	0	0	0
RHODE ISLAND	0	0	0	2	0	0	0	0
SOUTH CAROLINA	0	0	1	1	0	1	0	0
SOUTH DAKOTA	0	0	0	1	0	5	4	0
TENNESSEE	0	0	7	1	1	2	0	0
TEXAS	1	8	5	1	0	0	0	0
UTAH	0	0	18	21	0	1	0	1
VERMONT	1	0	0	0	0	0	1	0
VIRGINIA	0	0	1	0	0	3	0	0
WASHINGTON	3	1	9	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	6	0	0
WISCONSIN	1	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	68	30	255	132	19	133	10	9
50 STATES, D.C. & P.R.	68	28	252	132	19	133	10	9

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
CALIFORNIA	3.92	0.00	66.67	9.80	1.96	17.65	0.00	0.00
COLORADO	0.00	0.00	60.00	36.00	0.00	4.00	0.00	0.00
CONNECTICUT	41.67	16.67	8.33	16.67	8.33	0.00	8.33	0.00
DELAWARE	5.88	0.00	58.82	35.29	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	62.50	37.50	0.00	0.00	0.00	0.00
GEORGIA	16.67	16.67	33.33	16.67	0.00	16.67	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	50.00	10.00	0.00	40.00	0.00	0.00
INDIANA	0.00	0.00	84.00	4.00	0.00	12.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	22.22	33.33	11.11	0.00	11.11	0.00	22.22
LOUISIANA	0.00	0.00	28.57	14.29	0.00	57.14	0.00	0.00
MAINE	0.00	0.00	66.67	0.00	0.00	0.00	33.33	0.00
MARYLAND	7.14	0.00	3.57	32.14	0.00	53.57	0.00	3.57
MASSACHUSETTS	66.67	13.64	18.18	0.00	1.52	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	20.00	40.00	40.00	.	0.00	.	0.00
MISSISSIPPI	0.00	0.00	50.00	33.33	0.00	16.67	0.00	0.00
MISSOURI	2.53	0.00	53.16	43.04	0.00	1.27	0.00	0.00
MONTANA	16.67	0.00	50.00	0.00	0.00	33.33	0.00	0.00
NEBRASKA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	60.00	20.00	0.00	20.00	0.00
NEW JERSEY	0.00	0.00	2.94	2.94	17.65	76.47	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	0.00	0.00	21.05	26.32	5.26	47.37	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	100.00	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	3.57	10.71	50.00	21.43	0.00	3.57	7.14	3.57
OREGON	0.00	0.00	77.78	0.00	0.00	22.22	0.00	0.00
PENNSYLVANIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	6.67	6.67	20.00	60.00	6.67	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	33.33	33.33	0.00	33.33	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	10.00	0.00	50.00	40.00	0.00
TENNESSEE	0.00	0.00	63.64	9.09	9.09	18.18	0.00	0.00
TEXAS	6.67	53.33	33.33	6.67	0.00	0.00	0.00	0.00
UTAH	0.00	0.00	43.90	51.22	0.00	2.44	0.00	2.44
VERMONT	50.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00
VIRGINIA	0.00	0.00	25.00	0.00	0.00	75.00	0.00	0.00
WASHINGTON	23.08	7.69	69.23	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WISCONSIN	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	10.37	4.57	38.87	20.12	2.90	20.27	1.52	1.37
50 STATES, D.C. & P.R.	10.45	4.30	38.71	20.28	2.92	20.43	1.54	1.38

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	12,777	11,850	12,466	370	28	296	122	201
ALASKA	1,796	2,120	863	44	0	0	0	9
ARIZONA	1,345	12,695	6,011	629	175	152	391	65
ARKANSAS	5,902	10,721	3,128	97	251	215	125	82
CALIFORNIA	17,966	89,197	55,994	3,061	4,335	921	0	16
COLORADO	4,133	13,568	3,884	264	22	235	300	239
CONNECTICUT	11,457	7,018	5,049	850	1,048	180	579	238
DELAWARE	1,440	2,546	1,047	391	2	19	20	43
DISTRICT OF COLUMBIA	207	939	849	298	170	1	209	35
FLORIDA	18,889	27,055	29,465	4,069	0	386	220	1,031
GEORGIA	10,861	15,222	11,170	132	7	494	44	23
HAWAII	1,596	2,361	1,610	28	4	72	56	26
IDAHO	3,231	2,549	876	54	13	27	0	25
ILLINOIS	6,488	38,826	33,564	4,281	2,610	1,060	695	620
INDIANA	3,936	20,490	14,363	841	0	294	90	96
IOWA	959	18,637	3,761	338	.	378	98	93
KANSAS	6,728	5,865	2,825	376	26	588	106	39
KENTUCKY	4,243	15,911	5,779	502	4	582	41	155
LOUISIANA	6,479	6,569	13,535	664	0	713	78	204
MAINE	4,386	4,339	1,642	184	136	18	120	63
MARYLAND	10,691	7,908	12,062	1,844	662	409	341	115
MASSACHUSETTS	34,000	10,615	9,953	1,780	2,109	0	327	978
MICHIGAN	20,807	22,758	17,308	3,809	.	511	308	98
MINNESOTA	4,276	23,580	1,511	915	.	777	.	188
MISSISSIPPI	4,055	10,256	6,536	96	6	188	12	101
MISSOURI	15,546	23,360	12,038	2,626	340	451	56	799
MONTANA	2,749	2,059	762	56	0	117	37	23
NEBRASKA	5,704	3,478	1,738	146	36	108	13	58
NEVADA	1,215	4,222	816	219	1	27	5	104
NEW HAMPSHIRE	4,328	2,013	1,398	132	214	55	195	11
NEW JERSEY	9,640	21,264	24,761	5,078	4,630	290	60	562
NEW MEXICO	9,975	1,515	3,126	0	14	96	0	139
NEW YORK	3,956	55,991	60,940	9,373	4,514	761	472	1,468
NORTH CAROLINA	15,972	17,052	9,302	1,028	79	586	159	243
NORTH DAKOTA	3,109	668	534	6	4	37	28	9
OHIO	17,733	25,211	27,360	4,538	1,642	377	.	1,428
OKLAHOMA	8,362	10,423	4,918	272	30	316	42	90
OREGON	10,338	6,927	2,038	90	345	143	76	122
PENNSYLVANIA	20,602	28,876	26,220	2,869	1,901	685	434	176
PUERTO RICO	411	8,249	5,687	886	339	119	19	657
RHODE ISLAND	3,742	1,747	2,147	130	225	0	174	92
SOUTH CAROLINA	2,888	14,515	8,122	765	7	164	16	40
SOUTH DAKOTA	414	3,574	225	44	47	102	146	10
TENNESSEE	13,192	16,278	9,289	373	327	446	15	642
TEXAS	6,820	87,846	34,953	2,526	234	240	457	2,117
UTAH	5,007	6,701	3,653	484	0	10	0	104
VERMONT	3,729	301	308	66	38	13	84	16
VIRGINIA	12,172	15,947	12,340	520	294	444	386	147
WASHINGTON	11,808	10,786	5,519	209	114	58	14	79
WEST VIRGINIA	1,343	11,027	5,041	197	26	162	6	24
WISCONSIN	8,213	16,698	7,280	493	13	218	3	61
WYOMING	2,143	1,417	21	30	0	124	23	14
AMERICAN SAMOA	64	18	16	0	0	0	0	0
GUAM	168	162	322	22	5	3	0	2
NORTHERN MARIANAS	117	118	3	0	0	0	0	4
PALAU	86	41	9	0	0	0	0	0
VIRGIN ISLANDS	12	73	453	22	2	0	9	9
BUR. OF INDIAN AFFAIRS	210	1,410	173	1	5	33	48	5
U.S. AND INSULAR AREAS	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038
50 STATES, D.C. & P.R.	399,759	781,740	525,787	59,073	27,022	14,665	7,202	14,018

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	33.53	31.09	32.71	0.97	0.07	0.78	0.32	0.53
ALASKA	37.17	43.87	17.86	0.91	0.00	0.00	0.00	0.19
ARIZONA	6.27	59.15	28.01	2.93	0.82	0.71	1.82	0.30
ARKANSAS	28.76	52.24	15.24	0.47	1.22	1.05	0.61	0.40
CALIFORNIA	10.48	52.01	32.65	1.78	2.53	0.54	0.00	0.01
COLORADO	18.25	59.92	17.15	1.17	0.10	1.04	1.32	1.06
CONNECTICUT	43.37	26.56	19.11	3.22	3.97	0.68	2.19	0.90
DELAWARE	26.14	46.22	19.01	7.10	0.04	0.34	0.36	0.78
DISTRICT OF COLUMBIA	7.64	34.68	31.35	11.00	6.28	0.04	7.72	1.29
FLORIDA	23.29	33.35	36.32	5.02	0.00	0.48	0.27	1.27
GEORGIA	28.62	40.11	29.43	0.35	0.02	1.30	0.12	0.06
HAWAII	27.74	41.04	27.99	0.49	0.07	1.25	0.97	0.45
IDAHO	47.69	37.62	12.93	0.80	0.19	0.40	0.00	0.37
ILLINOIS	7.36	44.05	38.08	4.86	2.96	1.20	0.79	0.70
INDIANA	9.81	51.08	35.81	2.10	0.00	0.73	0.22	0.24
IOWA	3.95	76.81	15.50	1.39	.	1.56	0.40	0.38
KANSAS	40.65	35.43	17.07	2.27	0.16	3.55	0.64	0.24
KENTUCKY	15.59	58.46	21.23	1.84	0.01	2.14	0.15	0.57
LOUISIANA	22.94	23.26	47.93	2.35	0.00	2.52	0.28	0.72
MAINE	40.28	39.85	15.08	1.69	1.25	0.17	1.10	0.58
MARYLAND	31.41	23.24	35.44	5.42	1.95	1.20	1.00	0.34
MASSACHUSETTS	56.89	17.76	16.65	2.98	3.53	0.00	0.55	1.64
MICHIGAN	31.72	34.69	26.38	5.81	.	0.78	0.47	0.15
MINNESOTA	13.68	75.46	4.84	2.93	.	2.49	.	0.60
MISSISSIPPI	19.08	48.26	30.76	0.45	0.03	0.88	0.06	0.48
MISSOURI	28.15	42.31	21.80	4.76	0.62	0.82	0.10	1.45
MONTANA	47.37	35.48	13.13	0.97	0.00	2.02	0.64	0.40
NEBRASKA	50.56	30.83	15.41	1.29	0.32	0.96	0.12	0.51
NEVADA	18.38	63.88	12.35	3.31	0.02	0.41	0.08	1.57
NEW HAMPSHIRE	51.86	24.12	16.75	1.58	2.56	0.66	2.34	0.13
NEW JERSEY	14.54	32.08	37.36	7.66	6.98	0.44	0.09	0.85
NEW MEXICO	67.10	10.19	21.03	0.00	0.09	0.65	0.00	0.94
NEW YORK	2.88	40.73	44.33	6.82	3.28	0.55	0.34	1.07
NORTH CAROLINA	35.96	38.39	20.94	2.31	0.18	1.32	0.36	0.55
NORTH DAKOTA	70.74	15.20	12.15	0.14	0.09	0.84	0.64	0.20
OHIO	22.65	32.20	34.95	5.80	2.10	0.48	.	1.82
OKLAHOMA	34.20	42.62	20.11	1.11	0.12	1.29	0.17	0.37
OREGON	51.49	34.50	10.15	0.45	1.72	0.71	0.38	0.61
PENNSYLVANIA	25.20	35.32	32.07	3.51	2.33	0.84	0.53	0.22
PUERTO RICO	2.51	50.40	34.75	5.41	2.07	0.73	0.12	4.01
RHODE ISLAND	45.32	21.16	26.00	1.57	2.72	0.00	2.11	1.11
SOUTH CAROLINA	10.89	54.74	30.63	2.88	0.03	0.62	0.06	0.15
SOUTH DAKOTA	9.07	78.34	4.93	0.96	1.03	2.24	3.20	0.22
TENNESSEE	32.52	40.13	22.90	0.92	0.81	1.10	0.04	1.58
TEXAS	5.04	64.98	25.85	1.87	0.17	0.18	0.34	1.57
UTAH	31.37	41.99	22.89	3.03	0.00	0.06	0.00	0.65
VERMONT	81.87	6.61	6.76	1.45	0.83	0.29	1.84	0.35
VIRGINIA	28.81	37.74	29.21	1.23	0.70	1.05	0.91	0.35
WASHINGTON	41.31	37.73	19.31	0.73	0.40	0.20	0.05	0.28
WEST VIRGINIA	7.53	61.86	28.28	1.11	0.15	0.91	0.03	0.13
WISCONSIN	24.90	50.63	22.07	1.49	0.04	0.66	0.01	0.18
WYOMING	56.81	37.57	0.56	0.80	0.00	3.29	0.61	0.37
AMERICAN SAMOA	65.31	18.37	16.33	0.00	0.00	0.00	0.00	0.00
GUAM	24.56	23.68	47.08	3.22	0.73	0.44	0.00	0.29
NORTHERN MARIANAS	48.35	48.76	1.24	0.00	0.00	0.00	0.00	1.65
PALAU	63.24	30.15	6.62	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	2.07	12.59	78.10	3.79	0.34	0.00	1.55	1.55
BUR. OF INDIAN AFFAIRS	11.14	74.80	9.18	0.05	0.27	1.75	2.55	0.27
U.S. AND INSULAR AREAS	21.85	42.75	28.74	3.23	1.47	0.80	0.40	0.77
50 STATES, D.C. & P.R.	21.85	42.74	28.74	3.23	1.48	0.80	0.39	0.77

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8,500	7,992	1,495	9	3	1	2	30
ALASKA	1,426	1,766	482	2	0	0	0	4
ARIZONA	1,201	10,745	3,363	55	8	0	7	10
ARKANSAS	4,865	7,716	845	7	20	0	29	29
CALIFORNIA	2,937	86,101	37,402	150	807	14	0	4
COLORADO	2,178	9,740	887	13	0	47	28	13
CONNECTICUT	8,313	4,803	2,294	87	189	19	33	18
DELAWARE	952	1,953	481	105	1	4	3	5
DISTRICT OF COLUMBIA	128	839	438	108	70	0	0	0
FLORIDA	9,452	22,059	13,814	250	0	7	0	31
GEORGIA	5,888	7,202	1,843	0	2	6	0	0
HAWAII	1,182	1,940	631	2	0	13	0	10
IDAHO	2,609	1,931	186	6	2	9	0	2
ILLINOIS	1,857	34,561	17,281	267	110	11	9	26
INDIANA	1,240	18,318	4,622	3	0	25	1	7
IOWA	66	12,996	301	0	.	29	8	4
KANSAS	4,372	4,014	585	16	3	39	1	2
KENTUCKY	1,903	9,616	1,372	102	0	96	0	19
LOUISIANA	3,960	5,518	7,035	18	0	70	7	71
MAINE	2,605	2,864	395	13	5	0	2	4
MARYLAND	7,776	6,570	8,028	155	74	3	4	16
MASSACHUSETTS	12,002	3,747	3,513	628	766	0	115	309
MICHIGAN	13,376	17,029	8,441	78	.	44	17	26
MINNESOTA	2,772	13,514	81	30	.	60	.	7
MISSISSIPPI	2,930	9,001	3,898	5	0	3	0	26
MISSOURI	9,366	18,792	4,480	146	6	0	0	142
MONTANA	2,058	1,750	225	3	0	0	10	2
NEBRASKA	3,931	2,297	352	10	2	1	0	10
NEVADA	844	3,685	325	1	0	5	0	3
NEW HAMPSHIRE	3,283	1,473	872	9	50	10	54	1
NEW JERSEY	5,477	18,707	19,579	1,383	840	12	10	118
NEW MEXICO	7,687	361	390	0	4	0	0	21
NEW YORK	1,048	48,596	39,040	1,375	269	218	0	231
NORTH CAROLINA	11,173	11,004	2,498	13	1	37	1	20
NORTH DAKOTA	2,496	418	26	1	1	5	2	1
OHIO	13,418	21,490	4,972	75	882	58	.	24
OKLAHOMA	6,794	8,001	1,033	10	11	39	8	26
OREGON	7,696	5,433	414	11	95	2	8	15
PENNSYLVANIA	13,253	21,192	11,960	230	473	173	25	2
PUERTO RICO	123	4,373	864	138	71	18	0	30
RHODE ISLAND	3,157	1,475	1,480	74	37	0	32	9
SOUTH CAROLINA	1,053	10,069	2,932	164	4	0	1	6
SOUTH DAKOTA	309	2,742	18	1	2	4	4	3
TENNESSEE	10,531	12,797	4,224	67	85	8	0	55
TEXAS	4,759	61,297	23,898	1,566	37	21	317	1,399
UTAH	3,284	4,406	1,231	4	0	0	0	9
VERMONT	2,329	144	35	9	20	0	9	2
VIRGINIA	9,383	12,019	6,017	44	55	2	43	29
WASHINGTON	7,818	7,649	2,233	47	7	22	1	4
WEST VIRGINIA	1,056	8,149	1,811	12	0	21	1	2
WISCONSIN	4,218	9,175	1,045	11	0	2	0	4
WYOMING	1,700	1,128	16	4	0	8	5	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	127	138	224	0	2	2	0	0
NORTHERN MARIANAS	57	84	0	0	0	0	0	2
PALAU	30	10	0	0	0	0	0	0
VIRGIN ISLANDS	0	63	156	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	148	1,084	83	0	0	0	0	2
U.S. AND INSULAR AREAS	243,096	602,536	252,146	7,517	5,014	1,168	797	2,847
50 STATES, D.C. & P.R.	242,734	601,157	251,683	7,517	5,012	1,166	797	2,842

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.14	44.32	8.29	0.05	0.02	0.01	0.01	0.17
ALASKA	38.75	47.99	13.10	0.05	0.00	0.00	0.00	0.11
ARIZONA	7.80	69.82	21.85	0.36	0.05	0.00	0.05	0.06
ARKANSAS	36.01	57.11	6.25	0.05	0.15	0.00	0.21	0.21
CALIFORNIA	2.31	67.58	29.35	0.12	0.63	0.01	0.00	0.00
COLORADO	16.88	75.47	6.87	0.10	0.00	0.36	0.22	0.10
CONNECTICUT	52.76	30.48	14.56	0.55	1.20	0.12	0.21	0.11
DELAWARE	27.17	55.74	13.73	3.00	0.03	0.11	0.09	0.14
DISTRICT OF COLUMBIA	8.09	53.00	27.67	6.82	4.42	0.00	0.00	0.00
FLORIDA	20.72	48.36	30.29	0.55	0.00	0.02	0.00	0.07
GEORGIA	39.41	48.20	12.34	0.00	0.01	0.04	0.00	0.00
HAWAII	31.29	51.35	16.70	0.05	0.00	0.34	0.00	0.26
IDAHO	54.98	40.70	3.92	0.13	0.04	0.19	0.00	0.04
ILLINOIS	3.43	63.86	31.93	0.49	0.20	0.02	0.02	0.05
INDIANA	5.12	75.64	19.09	0.01	0.00	0.10	0.00	0.03
IOWA	0.49	96.96	2.25	0.00	.	0.22	0.06	0.03
KANSAS	48.41	44.44	6.48	0.18	0.03	0.43	0.01	0.02
KENTUCKY	14.52	73.36	10.47	0.78	0.00	0.73	0.00	0.14
LOUISIANA	23.74	33.08	42.18	0.11	0.00	0.42	0.04	0.43
MAINE	44.24	48.64	6.71	0.22	0.08	0.00	0.03	0.07
MARYLAND	34.37	29.04	35.48	0.69	0.33	0.01	0.02	0.07
MASSACHUSETTS	56.94	17.78	16.67	2.98	3.63	0.00	0.55	1.47
MICHIGAN	34.29	43.65	21.64	0.20	.	0.11	0.04	0.07
MINNESOTA	16.84	82.08	0.49	0.18	.	0.36	.	0.04
MISSISSIPPI	18.47	56.74	24.57	0.03	0.00	0.02	0.00	0.16
MISSOURI	28.44	57.06	13.60	0.44	0.02	0.00	0.00	0.43
MONTANA	50.84	43.23	5.56	0.07	0.00	0.00	0.25	0.05
NEBRASKA	59.53	34.79	5.33	0.15	0.03	0.02	0.00	0.15
NEVADA	17.36	75.78	6.68	0.02	0.00	0.10	0.00	0.06
NEW HAMPSHIRE	57.08	25.61	15.16	0.16	0.87	0.17	0.94	0.02
NEW JERSEY	11.87	40.56	42.45	3.00	1.82	0.03	0.02	0.26
NEW MEXICO	90.83	4.27	4.61	0.00	0.05	0.00	0.00	0.25
NEW YORK	1.15	53.53	43.01	1.51	0.30	0.24	0.00	0.25
NORTH CAROLINA	45.15	44.47	10.09	0.05	0.00	0.15	0.00	0.08
NORTH DAKOTA	84.61	14.17	0.88	0.03	0.03	0.17	0.07	0.03
OHIO	32.79	52.52	12.15	0.18	2.16	0.14	.	0.06
OKLAHOMA	42.67	50.25	6.49	0.06	0.07	0.24	0.05	0.16
OREGON	56.28	39.73	3.03	0.08	0.69	0.01	0.06	0.11
PENNSYLVANIA	28.01	44.80	25.28	0.49	1.00	0.37	0.05	0.00
PUERTO RICO	2.19	77.85	15.38	2.46	1.26	0.32	0.00	0.53
RHODE ISLAND	50.40	23.55	23.63	1.18	0.59	0.00	0.51	0.14
SOUTH CAROLINA	7.40	70.76	20.61	1.15	0.03	0.00	0.01	0.04
SOUTH DAKOTA	10.02	88.94	0.58	0.03	0.06	0.13	0.13	0.10
TENNESSEE	37.93	46.09	15.21	0.24	0.31	0.03	0.00	0.20
TEXAS	5.10	65.70	25.62	1.68	0.04	0.02	0.34	1.50
UTAH	36.76	49.32	13.78	0.04	0.00	0.00	0.00	0.10
VERMONT	91.41	5.65	1.37	0.35	0.78	0.00	0.35	0.08
VIRGINIA	34.01	43.56	21.81	0.16	0.20	0.01	0.16	0.11
WASHINGTON	43.97	43.02	12.56	0.26	0.04	0.12	0.01	0.02
WEST VIRGINIA	9.55	73.73	16.39	0.11	0.00	0.19	0.01	0.02
WISCONSIN	29.18	63.47	7.23	0.08	0.00	0.01	0.00	0.03
WYOMING	59.40	39.41	0.56	0.14	0.00	0.28	0.17	0.03
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	25.76	27.99	45.44	0.00	0.41	0.41	0.00	0.00
NORTHERN MARIANAS	39.86	58.74	0.00	0.00	0.00	0.00	0.00	1.40
PALAU	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	28.64	70.91	0.00	0.00	0.00	0.00	0.45
BUR. OF INDIAN AFFAIRS	11.24	82.31	6.30	0.00	0.00	0.00	0.00	0.15
U.S. AND INSULAR AREAS	21.80	54.03	22.61	0.67	0.45	0.10	0.07	0.26
50 STATES, D.C. & P.R.	21.81	54.02	22.61	0.68	0.45	0.10	0.07	0.26

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	1,328	19	17	0	1	0	0	1
ALASKA	219	27	14	0	0	0	0	0
ARIZONA	53	640	33	2	0	0	0	0
ARKANSAS	372	68	43	1	0	0	0	1
CALIFORNIA	9,905	999	1,868	24	18	0	0	0
COLORADO	623	513	77	0	0	0	0	0
CONNECTICUT	840	204	111	10	8	0	0	2
DELAWARE	195	11	0	0	0	0	0	0
DISTRICT OF COLUMBIA	44	12	17	0	1	0	0	0
FLORIDA	6,618	707	243	18	0	71	0	2
GEORGIA	1,199	386	22	0	0	0	0	2
HAWAII	182	27	7	4	0	0	0	1
IDAHO	186	9	4	0	0	0	0	0
ILLINOIS	3,839	162	270	7	4	2	2	0
INDIANA	2,160	0	0	0	0	29	0	0
IOWA	591	39	2	0	.	0	0	0
KANSAS	1,061	9	1	0	0	2	1	0
KENTUCKY	1,091	186	14	26	0	3	0	0
LOUISIANA	1,870	68	264	3	0	5	2	7
MAINE	603	171	33	2	0	0	0	0
MARYLAND	1,921	597	1,126	42	4	0	4	3
MASSACHUSETTS	7,820	2,442	2,289	409	499	0	75	201
MICHIGAN	2,728	195	86	5	.	0	0	1
MINNESOTA	284	1,062	4	3	.	1	.	1
MISSISSIPPI	898	210	73	0	0	0	0	0
MISSOURI	4,350	620	254	68	0	12	0	0
MONTANA	268	9	10	0	0	1	0	0
NEBRASKA	695	36	17	0	1	6	0	0
NEVADA	243	3	37	1	0	0	0	0
NEW HAMPSHIRE	300	182	150	4	7	1	4	1
NEW JERSEY	3,530	141	442	20	148	0	0	0
NEW MEXICO	1,506	277	1,140	0	2	0	0	3
NEW YORK	1,518	942	1,479	76	11	0	0	8
NORTH CAROLINA	1,549	114	40	2	0	0	0	1
NORTH DAKOTA	368	18	3	0	0	.	0	0
OHIO	2,909	0	0	0	636	4	.	0
OKLAHOMA	831	43	5	0	0	0	0	0
OREGON	1,152	314	97	2	12	1	2	0
PENNSYLVANIA	4,302	180	121	0	0	0	0	1
PUERTO RICO	48	139	28	6	7	1	0	5
RHODE ISLAND	277	46	18	1	4	0	0	1
SOUTH CAROLINA	907	135	7	0	0	0	0	0
SOUTH DAKOTA	20	177	0	0	0	0	0	0
TENNESSEE	1,160	646	232	3	5	0	0	5
TEXAS	238	3,067	1,194	78	2	1	16	69
UTAH	261	254	67	1	0	6	0	0
VERMONT	465	22	29	1	1	0	2	0
VIRGINIA	1,189	520	6	1	1	0	0	0
WASHINGTON	1,663	56	27	0	0	0	0	0
WEST VIRGINIA	44	791	0	0	0	1	0	0
WISCONSIN	1,463	81	4	0	0	0	0	1
WYOMING	4	5	0	0	0	0	1	0
AMERICAN SAMOA	14	0	0	0	0	0	0	0
GUAM	11	2	3	1	0	0	0	0
NORTHERN MARIANAS	6	3	0	0	0	0	0	0
PALAU	4	1	0	0	0	0	0	0
VIRGIN ISLANDS	8	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	48	132	2	0	1	0	0	0
U.S. AND INSULAR AREAS	77,981	17,719	12,031	821	1,373	147	109	317
50 STATES, D.C. & P.R.	77,890	17,581	12,025	820	1,372	147	109	317

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	97.22	1.39	1.24	0.00	0.07	0.00	0.00	0.07
ALASKA	84.23	10.38	5.38	0.00	0.00	0.00	0.00	0.00
ARIZONA	7.28	87.91	4.53	0.27	0.00	0.00	0.00	0.00
ARKANSAS	76.70	14.02	8.87	0.21	0.00	0.00	0.00	0.21
CALIFORNIA	77.30	7.80	14.58	0.19	0.14	0.00	0.00	0.00
COLORADO	51.36	42.29	6.35	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	71.49	17.36	9.45	0.85	0.68	0.00	0.00	0.17
DELAWARE	94.66	5.34	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	59.46	16.22	22.97	0.00	1.35	0.00	0.00	0.00
FLORIDA	86.41	9.23	3.17	0.24	0.00	0.93	0.00	0.03
GEORGIA	74.52	23.99	1.37	0.00	0.00	0.00	0.00	0.12
HAWAII	82.35	12.22	3.17	1.81	0.00	0.00	0.00	0.45
IDAHO	93.47	4.52	2.01	0.00	0.00	0.00	0.00	0.00
ILLINOIS	89.57	3.78	6.30	0.16	0.09	0.05	0.05	0.00
INDIANA	98.68	0.00	0.00	0.00	0.00	1.32	0.00	0.00
IOWA	93.51	6.17	0.32	0.00	.	0.00	0.00	0.00
KANSAS	98.79	0.84	0.09	0.00	0.00	0.19	0.09	0.00
KENTUCKY	82.65	14.09	1.06	1.97	0.00	0.23	0.00	0.00
LOUISIANA	84.27	3.06	11.90	0.14	0.00	0.23	0.09	0.32
MAINE	74.54	21.14	4.08	0.25	0.00	0.00	0.00	0.00
MARYLAND	51.96	16.15	30.46	1.14	0.11	0.00	0.11	0.08
MASSACHUSETTS	56.93	17.78	16.67	2.98	3.63	0.00	0.55	1.46
MICHIGAN	90.48	6.47	2.85	0.17	.	0.00	0.00	0.03
MINNESOTA	20.96	78.38	0.30	0.22	.	0.07	.	0.07
MISSISSIPPI	76.04	17.78	6.18	0.00	0.00	0.00	0.00	0.00
MISSOURI	82.01	11.69	4.79	1.28	0.00	0.23	0.00	0.00
MONTANA	93.06	3.13	3.47	0.00	0.00	0.35	0.00	0.00
NEBRASKA	92.05	4.77	2.25	0.00	0.13	0.79	0.00	0.00
NEVADA	85.56	1.06	13.03	0.35	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	46.22	28.04	23.11	0.62	1.08	0.15	0.62	0.15
NEW JERSEY	82.46	3.29	10.32	0.47	3.46	0.00	0.00	0.00
NEW MEXICO	51.43	9.46	38.93	0.00	0.07	0.00	0.00	0.10
NEW YORK	37.63	23.35	36.66	1.88	0.27	0.00	0.00	0.20
NORTH CAROLINA	90.80	6.68	2.34	0.12	0.00	0.00	0.00	0.06
NORTH DAKOTA	94.60	4.63	0.77	0.00	0.00	.	0.00	0.00
OHIO	81.97	0.00	0.00	0.00	17.92	0.11	.	0.00
OKLAHOMA	94.54	4.89	0.57	0.00	0.00	0.00	0.00	0.00
OREGON	72.91	19.87	6.14	0.13	0.76	0.06	0.13	0.00
PENNSYLVANIA	93.44	3.91	2.63	0.00	0.00	0.00	0.00	0.02
PUERTO RICO	20.51	59.40	11.97	2.56	2.99	0.43	0.00	2.14
RHODE ISLAND	79.83	13.26	5.19	0.29	1.15	0.00	0.00	0.29
SOUTH CAROLINA	86.46	12.87	0.67	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	10.15	89.85	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	56.56	31.50	11.31	0.15	0.24	0.00	0.00	0.24
TEXAS	5.10	65.74	25.59	1.67	0.04	0.02	0.34	1.48
UTAH	44.31	43.12	11.38	0.17	0.00	1.02	0.00	0.00
VERMONT	89.42	4.23	5.58	0.19	0.19	0.00	0.38	0.00
VIRGINIA	69.25	30.29	0.35	0.06	0.06	0.00	0.00	0.00
WASHINGTON	95.25	3.21	1.55	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	5.26	94.62	0.00	0.00	0.00	0.12	0.00	0.00
WISCONSIN	94.45	5.23	0.26	0.00	0.00	0.00	0.00	0.06
WYOMING	40.00	50.00	0.00	0.00	0.00	0.00	10.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	64.71	11.76	17.65	5.88	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	88.89	0.00	11.11	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	26.23	72.13	1.09	0.00	0.55	0.00	0.00	0.00
U.S. AND INSULAR AREAS	70.57	16.04	10.89	0.74	1.24	0.13	0.10	0.29
50 STATES, D.C. & P.R.	70.64	15.94	10.91	0.74	1.24	0.13	0.10	0.29

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,104	3,078	9,747	251	8	24	2	30
ALASKA	13	54	121	1	0	0	0	2
ARIZONA	11	356	1,572	177	36	0	0	7
ARKANSAS	525	2,681	2,002	37	162	93	63	30
CALIFORNIA	243	219	7,461	1,526	144	213	0	4
COLORADO	25	337	989	19	18	3	2	1
CONNECTICUT	41	367	995	220	44	3	17	4
DELAWARE	26	173	259	114	0	1	6	2
DISTRICT OF COLUMBIA	0	41	289	80	15	0	3	0
FLORIDA	200	603	8,163	2,338	0	10	0	32
GEORGIA	820	3,629	6,579	74	4	108	6	4
HAWAII	11	127	515	9	1	0	2	4
IDAHO	150	475	565	25	5	2	0	4
ILLINOIS	37	396	8,370	1,087	552	81	286	4
INDIANA	40	1,157	7,578	442	0	26	25	17
IOWA	7	3,088	1,503	72	.	24	5	1
KANSAS	99	575	1,526	172	10	40	28	3
KENTUCKY	872	5,121	3,358	144	0	31	0	36
LOUISIANA	50	308	3,772	386	0	245	8	32
MAINE	77	379	533	19	30	0	2	5
MARYLAND	80	187	1,178	679	44	3	32	9
MASSACHUSETTS	7,208	2,250	2,110	378	400	0	69	185
MICHIGAN	221	1,335	4,664	1,827	.	20	7	4
MINNESOTA	104	3,263	872	94	.	50	.	9
MISSISSIPPI	150	590	2,212	57	1	51	4	28
MISSOURI	448	1,266	5,286	1,620	32	74	2	59
MONTANA	106	118	267	0	0	5	1	0
NEBRASKA	223	633	790	63	7	14	5	2
NEVADA	0	152	225	144	0	0	0	3
NEW HAMPSHIRE	100	68	176	10	33	1	14	2
NEW JERSEY	16	55	1,236	832	229	10	9	11
NEW MEXICO	8	249	577	0	2	10	0	12
NEW YORK	25	439	5,961	2,508	190	49	39	34
NORTH CAROLINA	527	3,898	4,269	602	58	48	108	22
NORTH DAKOTA	53	138	434	4	2	3	12	5
OHIO	421	2,708	17,700	530	95	109	.	37
OKLAHOMA	436	2,056	2,989	104	4	30	6	16
OREGON	117	366	991	8	4	[illegible]	2	8
PENNSYLVANIA	518	4,044	10,100	1,235	86	26	70	36
PUERTO RICO	85	3,154	4,254	643	132	54	15	175
RHODE ISLAND	7	14	349	3	60	0	5	1
SOUTH CAROLINA	273	2,580	3,747	348	0	6	1	13
SOUTH DAKOTA	11	426	144	8	14	8	19	1
TENNESSEE	307	2,087	3,504	141	89	98	6	20
TEXAS	515	6,630	2,751	222	4	41	35	172
UTAH	83	241	1,061	52	0	0	0	3
VERMONT	402	84	183	10	2	0	4	1
VIRGINIA	145	1,733	3,722	240	18	56	24	28
WASHINGTON	356	943	1,569	8	2	0	1	1
WEST VIRGINIA	26	1,343	2,603	120	24	17	0	7
WISCONSIN	86	781	1,565	90	1	1	0	2
WYOMING	74	58	3	7	0	45	7	2
AMERICAN SAMOA	50	16	7	0	0	0	0	0
GUAM	7	12	68	5	1	0	0	0
NORTHERN MARIANAS	15	12	0	0	0	0	0	0
PALAU	6	4	0	0	0	0	0	0
VIRGIN ISLANDS	0	8	268	10	0	0	1	8
BUR. OF INDIAN AFFAIRS	2	71	25	0	0	0	9	1
U.S. AND INSULAR AREAS	17,562	67,176	153,757	19,795	2,563	1,736	962	1,139
50 STATES, D.C. & P.R.	17,482	67,053	153,389	19,780	2,562	1,736	952	1,130

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	7.75	21.61	68.43	1.76	0.06	0.17	0.01	0.21
ALASKA	6.81	28.27	63.35	0.52	0.00	0.00	0.00	1.05
ARIZONA	0.51	16.49	72.81	8.20	1.67	0.00	0.00	0.32
ARKANSAS	9.39	47.93	35.79	0.66	2.90	1.66	1.13	0.54
CALIFORNIA	2.48	2.23	76.06	15.56	1.47	2.17	0.00	0.04
COLORADO	1.79	24.18	70.95	1.36	1.29	0.22	0.14	0.07
CONNECTICUT	2.42	21.70	58.84	13.01	2.60	0.18	1.01	0.24
DELAWARE	4.48	29.78	44.58	19.62	0.00	0.17	1.03	0.34
DISTRICT OF COLUMBIA	0.00	9.58	67.52	18.69	3.50	0.00	0.70	0.00
FLORIDA	1.76	5.31	71.95	20.61	0.00	0.09	0.00	0.28
GEORGIA	7.31	32.33	58.62	0.66	0.04	0.96	0.05	0.04
HAWAII	1.64	18.98	76.98	1.35	0.15	0.00	0.30	0.60
IDAHO	12.23	38.74	46.08	2.04	0.41	0.16	0.00	0.33
ILLINOIS	0.34	3.66	77.41	10.05	5.10	0.75	2.64	0.04
INDIANA	0.43	12.46	81.62	4.76	0.00	0.28	0.27	0.18
IOWA	0.15	65.70	31.98	1.53	.	0.51	0.11	0.02
KANSAS	4.04	23.44	62.21	7.01	0.41	1.63	1.14	0.12
KENTUCKY	9.12	53.56	35.12	1.51	0.00	0.32	0.00	0.38
LOUISIANA	1.04	6.42	78.57	8.04	0.00	5.10	0.17	0.67
MAINE	7.37	36.27	51.00	1.82	2.87	0.00	0.19	0.48
MARYLAND	3.62	8.45	53.25	30.70	1.99	0.14	1.45	0.41
MASSACHUSETTS	57.21	17.86	16.75	3.00	3.17	0.00	0.55	1.47
MICHIGAN	2.74	16.53	57.74	22.62	.	0.25	0.09	0.05
MINNESOTA	2.37	74.29	19.85	2.14	.	1.14	.	0.20
MISSISSIPPI	4.85	19.08	71.52	1.84	0.03	1.65	0.13	0.91
MISSOURI	5.10	14.41	60.16	18.44	0.36	0.84	0.02	0.67
MONTANA	21.33	23.74	53.72	0.00	0.00	1.01	0.20	0.00
NEBRASKA	12.84	36.44	45.48	3.63	0.40	0.81	0.29	0.12
NEVADA	0.00	29.01	42.94	27.48	0.00	0.00	0.00	0.57
NEW HAMPSHIRE	24.75	16.83	43.56	2.48	8.17	0.25	3.47	0.50
NEW JERSEY	0.67	2.29	51.54	34.70	9.55	0.42	0.38	0.46
NEW MEXICO	0.93	29.02	67.25	0.00	0.23	1.17	0.00	1.40
NEW YORK	0.27	4.75	64.48	27.13	2.06	0.53	0.42	0.37
NORTH CAROLINA	5.53	40.89	44.79	6.32	0.61	0.50	1.13	0.23
NORTH DAKOTA	8.14	21.20	66.67	0.61	0.31	0.46	1.84	0.77
OHIO	1.95	12.54	81.94	2.45	0.44	0.50	.	0.17
OKLAHOMA	7.73	36.45	52.99	1.84	0.07	0.53	0.11	0.28
OREGON	7.81	24.42	66.11	0.53	0.27	0.20	0.13	0.53
PENNSYLVANIA	3.21	25.09	62.67	7.66	0.53	0.16	0.43	0.22
PUERTO RICO	1.00	37.05	49.98	7.55	1.55	0.63	0.18	2.06
RHODE ISLAND	1.59	3.19	79.50	0.68	13.67	0.00	1.14	0.23
SOUTH CAROLINA	3.92	37.03	53.77	4.99	0.00	0.09	0.01	0.19
SOUTH DAKOTA	1.74	67.51	22.82	1.27	2.22	1.27	3.01	0.16
TENNESSEE	4.91	33.38	56.05	2.26	1.42	1.57	0.10	0.32
TEXAS	4.97	63.93	26.53	2.14	0.04	0.40	0.34	1.66
UTAH	5.76	16.74	73.68	3.61	0.00	0.00	0.00	0.21
VERMONT	58.60	12.24	26.68	1.46	0.29	0.00	0.58	0.15
VIRGINIA	2.43	29.05	62.39	4.02	0.30	0.94	0.40	0.47
WASHINGTON	12.36	32.74	54.48	0.28	0.07	0.00	0.03	0.03
WEST VIRGINIA	0.63	32.44	62.87	2.90	0.58	0.41	0.00	0.17
WISCONSIN	3.40	30.92	61.96	3.56	0.04	0.04	0.00	0.08
WYOMING	37.76	29.59	1.53	3.57	0.00	22.96	3.57	1.02
AMERICAN SAMOA	68.49	21.92	9.59	0.00	0.00	0.00	0.00	0.00
GUAM	7.53	12.90	73.12	5.38	1.08	0.00	0.00	0.00
NORTHERN MARIANAS	55.56	44.44	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	2.71	90.85	3.39	0.00	0.00	0.34	2.71
BUR. OF INDIAN AFFAIRS	1.85	65.74	23.15	0.00	0.00	0.00	8.33	0.93
U.S. AND INSULAR AREAS	6.63	25.38	58.09	7.48	0.97	0.66	0.36	0.43
50 STATES, D.C. & P.R.	6.62	25.39	58.08	7.49	0.97	0.66	0.36	0.43

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,321	589	724	42	11	71	116	71
ALASKA	62	123	114	40	0	0	0	2
ARIZONA	14	590	680	180	87	0	367	19
ARKANSAS	17	67	41	6	10	0	24	2
CALIFORNIA	274	534	2,919	761	3,052	148	0	8
COLORADO	919	2,351	1,169	136	4	115	259	189
CONNECTICUT	1,983	1,439	1,349	427	678	148	460	148
DELAWARE	176	337	241	131	1	9	9	6
DISTRICT OF COLUMBIA	12	43	99	33	50	0	202	35
FLORIDA	2,054	3,350	6,066	1,292	0	37	220	32
GEORGIA	2,654	3,609	2,442	0	1	231	37	6
HAWAII	113	181	250	0	1	59	54	3
IDAHO	86	52	47	22	6	14	0	2
ILLINOIS	364	3,166	6,324	2,591	1,870	728	368	52
INDIANA	330	735	1,688	216	0	63	51	64
IOWA	53	2,261	1,664	246	.	213	74	25
KANSAS	836	983	422	146	10	317	74	15
KENTUCKY	88	719	701	144	1	216	41	32
LOUISIANA	214	288	1,552	178	0	145	54	44
MAINE	874	693	454	131	92	1	93	38
MARYLAND	332	289	1,046	415	424	175	240	43
MASSACHUSETTS	4,658	1,455	1,364	244	297	0	45	120
MICHIGAN	3,220	3,445	3,170	1,006	.	440	283	17
MINNESOTA	759	4,873	498	772	.	634	.	157
MISSISSIPPI	11	41	55	0	4	2	5	7
MISSOURI	944	2,386	1,718	474	248	199	52	364
MONTANA	166	112	115	45	0	70	24	2
NEBRASKA	510	369	370	45	22	48	5	5
NEVADA	55	301	148	23	0	8	4	4
NEW HAMPSHIRE	497	241	142	1	103	42	99	5
NEW JERSEY	430	1,649	2,750	1,627	2,470	178	14	267
NEW MEXICO	522	515	721	0	5	2	0	82
NEW YORK	455	4,648	12,488	3,315	2,574	372	253	1,002
NORTH CAROLINA	1,519	1,499	1,851	263	5	148	3	130
NORTH DAKOTA	103	75	64	1	.	8	11	1
OHIO	304	670	2,153	2,017	9	71	.	170
OKLAHOMA	80	205	522	39	6	71	24	24
OREGON	538	566	338	66	217	49	63	62
PENNSYLVANIA	1,313	3,236	3,557	1,226	1,143	485	172	131
PUERTO RICO	11	111	186	20	2	0	0	27
RHODE ISLAND	238	172	245	6	99	0	130	12
SOUTH CAROLINA	342	1,385	1,196	194	1	25	14	12
SOUTH DAKOTA	20	115	17	9	19	8	36	1
TENNESSEE	387	369	493	73	101	140	7	17
TEXAS	834	10,744	4,211	308	90	29	56	259
UTAH	1,210	1,597	892	119	0	0	0	62
VERMONT	360	33	39	45	12	9	47	11
VIRGINIA	867	1,449	2,062	179	195	22	288	78
WASHINGTON	661	987	524	128	74	30	12	56
WEST VIRGINIA	138	603	546	50	0	34	2	3
WISCONSIN	1,443	3,480	1,828	211	6	16	0	19
WYOMING	65	101	2	13	0	37	10	6
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	5	3	1	2	1	0	0
NORTHERN MARIANAS	6	0	0	0	0	0	0	0
PALAU	7	4	3	0	0	0	0	0
VIRGIN ISLANDS	0	0	7	0	0	0	6	0
BUR. OF INDIAN AFFAIRS	11	70	21	0	4	3	19	2
U.S. AND INSULAR AREAS	35,465	69,910	74,291	19,657	14,006	5,871	4,427	3,951
50 STATES, D.C. & P.R.	35,436	69,831	74,257	19,656	14,000	5,867	4,402	3,949

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	44.86	20.00	24.58	1.43	0.37	2.41	3.94	2.41
ALASKA	18.18	36.07	33.43	11.73	0.00	0.00	0.00	0.59
ARIZONA	0.72	30.46	35.11	9.29	4.49	0.00	18.95	0.98
ARKANSAS	10.18	40.12	24.55	3.59	5.99	0.00	14.37	1.20
CALIFORNIA	3.56	6.94	37.93	9.89	39.66	1.92	0.00	0.10
COLORADO	17.87	45.72	22.73	2.64	0.08	2.24	5.04	3.68
CONNECTICUT	29.90	21.70	20.34	6.44	10.22	2.23	6.94	2.23
DELAWARE	19.34	37.03	26.48	14.40	0.11	0.99	0.99	0.66
DISTRICT OF COLUMBIA	2.53	9.07	20.89	6.96	10.55	0.00	42.62	7.38
FLORIDA	15.74	25.67	46.48	9.90	0.00	0.28	1.69	0.25
GEORGIA	29.55	40.19	27.19	0.00	0.01	2.57	0.41	0.07
HAWAII	17.10	27.38	37.82	0.00	0.15	8.93	8.17	0.45
IDAHO	37.55	22.71	20.52	9.61	2.62	6.11	0.00	0.87
ILLINOIS	2.35	20.47	40.90	16.76	12.09	4.71	2.38	0.34
INDIANA	10.49	23.36	53.64	6.86	0.00	2.00	1.62	2.03
IOWA	1.17	49.85	36.68	5.42	.	4.70	1.63	0.55
KANSAS	29.83	35.07	15.06	5.21	0.36	11.31	2.64	0.54
KENTUCKY	4.53	37.02	36.10	7.42	0.05	11.12	2.11	1.65
LOUISIANA	8.65	11.64	62.71	7.19	0.00	5.86	2.18	1.78
MAINE	36.78	29.17	19.11	5.51	3.87	0.04	3.91	1.60
MARYLAND	11.20	9.75	35.29	14.00	14.30	5.90	8.10	1.45
MASSACHUSETTS	56.92	17.78	16.67	2.98	3.63	0.00	0.55	1.47
MICHIGAN	27.80	29.75	27.37	8.69	.	3.80	2.44	0.15
MINNESOTA	9.87	63.34	6.47	10.04	.	8.24	.	2.04
MISSISSIPPI	8.80	32.80	44.00	0.00	3.20	1.60	4.00	5.60
MISSOURI	14.78	37.37	26.91	7.42	3.88	3.12	0.81	5.70
MONTANA	31.09	20.97	21.54	8.43	0.00	13.11	4.49	0.37
NEBRASKA	37.12	26.86	26.93	3.28	1.60	3.49	0.36	0.36
NEVADA	10.13	55.43	27.26	4.24	0.00	1.47	0.74	0.74
NEW HAMPSHIRE	43.98	21.33	12.57	0.09	9.12	3.72	8.76	0.44
NEW JERSEY	4.58	17.57	29.30	17.34	26.32	1.90	0.15	2.84
NEW MEXICO	28.26	27.88	39.04	0.00	0.27	0.11	0.00	4.44
NEW YORK	1.81	18.51	49.74	13.20	10.25	1.48	1.01	3.99
NORTH CAROLINA	28.04	27.67	34.16	4.85	0.09	2.73	0.06	2.40
NORTH DAKOTA	39.16	28.52	24.33	0.38	.	3.04	4.18	0.38
OHIO	5.64	12.42	39.91	37.39	0.17	1.32	.	3.15
OKLAHOMA	8.24	21.11	53.76	4.02	0.62	7.31	2.47	2.47
OREGON	28.33	29.81	17.80	3.48	11.43	2.58	3.32	3.26
PENNSYLVANIA	11.66	28.73	31.58	10.89	10.15	4.31	1.53	1.16
PUERTO RICO	3.08	31.09	52.10	5.60	0.56	0.00	0.00	7.56
RHODE ISLAND	26.39	19.07	27.16	0.67	10.98	0.00	14.41	1.33
SOUTH CAROLINA	10.79	43.70	37.74	6.12	0.03	0.79	0.44	0.38
SOUTH DAKOTA	8.89	51.11	7.56	4.00	8.44	3.56	16.00	0.44
TENNESSEE	24.39	23.25	31.06	4.60	6.36	8.82	0.44	1.07
TEXAS	5.05	64.99	25.47	1.86	0.54	0.18	0.34	1.57
UTAH	31.19	41.16	22.99	3.07	0.00	0.00	0.00	1.60
VERMONT	64.75	5.94	7.01	8.09	2.16	1.62	8.45	1.98
VIRGINIA	16.87	28.19	40.12	3.48	3.79	0.43	5.60	1.52
WASHINGTON	26.74	39.93	21.20	5.18	2.99	1.21	0.49	2.27
WEST VIRGINIA	10.03	43.82	39.68	3.63	0.00	2.47	0.15	0.22
WISCONSIN	20.61	49.69	26.10	3.01	0.09	0.23	0.00	0.27
WYOMING	27.78	43.16	0.85	5.56	0.00	15.81	4.27	2.56
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	29.41	29.41	17.65	5.88	11.76	5.88	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	28.57	21.43	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	53.85	0.00	0.00	0.00	46.15	0.00
BUR. OF INDIAN AFFAIRS	8.46	53.85	16.15	0.00	3.08	2.31	14.62	1.54
U.S. AND INSULAR AREAS	15.58	30.72	32.64	8.64	6.15	2.58	1.95	1.74
50 STATES, D.C. & P.R.	15.58	30.71	32.66	8.64	6.16	2.58	1.94	1.74

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	161	50	99	10	0	119	0	2
ALASKA	20	13	23	0	0	0	0	0
ARIZONA	13	179	51	92	0	96	0	0
ARKANSAS	49	53	19	25	2	70	0	0
CALIFORNIA	460	234	1,858	16	23	498	0	0
COLORADO	128	123	67	1	0	33	0	2
CONNECTICUT	112	42	36	17	42	2	28	2
DELAWARE	23	38	17	9	0	0	0	0
DISTRICT OF COLUMBIA	1	1	2	0	0	0	1	0
FLORIDA	185	113	361	18	0	185	0	0
GEORGIA	128	123	112	57	0	88	1	0
HAWAII	32	37	38	5	0	0	0	0
IDAHO	64	17	10	0	0	0	0	0
ILLINOIS	160	236	656	16	4	159	10	0
INDIANA	46	155	143	81	0	82	0	0
IOWA	98	103	63	0	.	68	1	0
KANSAS	82	61	32	0	0	88	0	0
KENTUCKY	67	114	30	3	0	159	0	0
LOUISIANA	102	97	191	1	0	146	0	2
MAINE	62	36	6	4	0	10	0	0
MARYLAND	202	52	91	8	0	150	1	1
MASSACHUSETTS	476	149	139	25	30	0	5	12
MICHIGAN	419	261	281	141	.	2	0	4
MINNESOTA	133	326	13	7	.	15	.	2
MISSISSIPPI	18	68	61	2	0	72	1	1
MISSOURI	168	100	114	54	2	114	0	4
MONTANA	30	15	6	4	0	31	0	0
NEBRASKA	117	41	31	2	0	23	0	0
NEVADA	17	6	32	0	1	0	0	0
NEW HAMPSHIRE	15	3	10	50	3	0	9	0
NEW JERSEY	31	119	163	209	65	0	1	0
NEW MEXICO	67	26	42	0	1	48	0	0
NEW YORK	309	342	323	199	452	45	3	17
NORTH CAROLINA	384	136	70	4	0	233	0	1
NORTH DAKOTA	37	12	4	0	.	16	.	.
OHIO	222	67	502	22	14	68	.	1
OKLAHOMA	75	61	61	23	4	48	1	3
OREGON	304	60	37	0	5	76	0	1
PENNSYLVANIA	796	148	184	15	129	1	90	0
PUERTO RICO	19	144	135	16	53	1	1	3
RHODE ISLAND	12	6	6	43	2	0	1	0
SOUTH CAROLINA	128	128	61	12	0	70	0	0
SOUTH DAKOTA	36	31	2	20	0	34	0	0
TENNESSEE	194	120	114	20	0	88	2	1
TEXAS	58	731	781	177	1	117	5	80
UTAH	81	46	92	17	0	0	0	0
VERMONT	60	4	1	0	2	3	17	0
VIRGINIA	194	101	130	3	1	215	1	0
WASHINGTON	294	184	164	5	6	5	0	0
WEST VIRGINIA	28	59	25	9	1	43	1	0
WISCONSIN	68	13	29	4	0	17	0	0
WYOMING	14	15	0	6	0	5	0	1
AMERICAN SAMOA	0	0	4	0	0	0	0	0
GUAM	1	2	7	1	0	0	0	0
NORTHERN MARIANAS	15	3	0	0	0	0	0	0
PALAU	5	5	4	0	0	0	0	0
VIRGIN ISLANDS	0	0	11	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	7	1	1	0	18	0	0
U.S. AND INSULAR AREAS	7,021	5,416	7,545	1,454	843	3,361	180	140
50 STATES, D.C. & P.R.	6,999	5,399	7,518	1,452	843	3,343	180	140

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	36.51	11.34	22.45	2.27	0.00	26.98	0.00	0.45
ALASKA	35.71	23.21	41.07	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.02	41.53	11.83	21.35	0.00	22.27	0.00	0.00
ARKANSAS	22.48	24.31	8.72	11.47	0.92	32.11	0.00	0.00
CALIFORNIA	14.89	7.58	60.15	0.52	0.74	16.12	0.00	0.00
COLORADO	36.16	34.75	18.93	0.28	0.00	9.32	0.00	0.56
CONNECTICUT	39.86	14.95	12.81	6.05	14.95	0.71	9.96	0.71
DELAWARE	26.44	43.68	19.54	10.34	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	20.00	20.00	40.00	0.00	0.00	0.00	20.00	0.00
FLORIDA	21.46	13.11	41.88	2.09	0.00	21.46	0.00	0.00
GEORGIA	25.15	24.17	22.00	11.20	0.00	17.29	0.20	0.00
HAWAII	28.57	33.04	33.93	4.46	0.00	0.00	0.00	0.00
IDAHO	70.33	18.68	10.99	0.00	0.00	0.00	0.00	0.00
ILLINOIS	12.89	19.02	52.86	1.29	0.32	12.81	0.81	0.00
INDIANA	9.07	30.57	28.21	15.98	0.00	16.17	0.00	0.00
IOWA	29.43	30.93	18.92	0.00	.	20.42	0.30	0.00
KANSAS	31.18	23.19	12.17	0.00	0.00	33.46	0.00	0.00
KENTUCKY	17.96	30.56	8.04	0.80	0.00	42.63	0.00	0.00
LOUISIANA	18.92	18.00	35.44	0.19	0.00	27.09	0.00	0.37
MAINE	52.54	30.51	5.08	3.39	0.00	8.47	0.00	0.00
MARYLAND	40.00	10.30	18.02	1.58	0.00	29.70	0.20	0.20
MASSACHUSETTS	56.94	17.82	16.63	2.99	3.59	0.00	0.60	1.44
MICHIGAN	37.82	23.56	25.36	12.73	.	0.18	0.00	0.36
MINNESOTA	26.81	65.73	2.62	1.41	.	3.02	.	0.40
MISSISSIPPI	8.07	30.49	27.35	0.90	0.00	32.29	0.45	0.45
MISSOURI	30.22	17.99	20.50	9.71	0.36	20.50	0.00	0.72
MONTANA	34.88	17.44	6.98	4.65	0.00	36.05	0.00	0.00
NEBRASKA	54.67	19.16	14.49	0.93	0.00	10.75	0.00	0.00
NEVADA	30.36	10.71	57.14	0.00	1.79	0.00	0.00	0.00
NEW HAMPSHIRE	16.67	3.33	11.11	55.56	3.33	0.00	10.00	0.00
NEW JERSEY	5.27	20.24	27.72	35.54	11.05	0.00	0.17	0.00
NEW MEXICO	36.41	14.13	22.83	0.00	0.54	26.09	0.00	0.00
NEW YORK	18.28	20.24	19.11	11.78	26.75	2.66	0.18	1.01
NORTH CAROLINA	46.38	16.43	8.45	0.48	0.00	28.14	0.00	0.12
NORTH DAKOTA	53.62	17.39	5.80	0.00	.	23.19	.	.
OHIO	24.78	7.48	56.03	2.46	1.56	7.59	.	0.11
OKLAHOMA	27.17	22.10	22.10	8.33	1.45	17.39	0.36	1.09
OREGON	62.94	12.42	7.66	0.00	1.04	15.73	0.00	0.21
PENNSYLVANIA	58.40	10.86	13.50	1.10	9.46	0.07	6.60	0.00
PUERTO RICO	5.11	38.71	36.29	4.30	14.25	0.27	0.27	0.81
RHODE ISLAND	17.14	8.57	8.57	61.43	2.86	0.00	1.43	0.00
SOUTH CAROLINA	32.08	32.08	15.29	3.01	0.00	17.54	0.00	0.00
SOUTH DAKOTA	29.27	25.20	1.63	16.26	0.00	27.64	0.00	0.00
TENNESSEE	35.99	22.26	21.15	3.71	0.00	16.33	0.37	0.19
TEXAS	2.97	37.49	40.05	9.08	0.05	6.00	0.26	4.10
UTAH	34.32	19.49	38.98	7.20	0.00	0.00	0.00	0.00
VERMONT	68.97	4.60	1.15	0.00	2.30	3.45	19.54	0.00
VIRGINIA	30.08	15.66	20.16	0.47	0.16	33.33	0.16	0.00
WASHINGTON	44.68	27.96	24.92	0.76	0.91	0.76	0.00	0.00
WEST VIRGINIA	16.87	35.54	15.06	5.42	0.60	25.90	0.60	0.00
WISCONSIN	51.91	9.92	22.14	3.05	0.00	12.98	0.00	0.00
WYOMING	34.15	36.59	0.00	14.63	0.00	12.20	0.00	2.44
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	9.09	18.18	63.64	9.09	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	35.71	35.71	28.57	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	3.57	25.00	3.57	3.57	0.00	64.29	0.00	0.00
U.S. AND INSULAR AREAS	27.05	20.86	29.06	5.60	3.25	12.95	0.69	0.54
50 STATES, D.C. & P.R.	27.05	20.87	29.06	5.61	3.26	12.92	0.70	0.54

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9	8	280	36	3	24	2	7
ALASKA	17	59	83	1	0	0	0	1
ARIZONA	5	51	229	88	41	23	17	2
ARKANSAS	2	32	129	20	47	6	7	5
CALIFORNIA	52	36	1,426	280	183	0	0	0
COLORADO	72	396	635	83	0	26	11	14
CONNECTICUT	18	50	192	65	54	6	18	5
DELAWARE	8	0	13	0	0	5	0	0
DISTRICT OF COLUMBIA	1	2	3	37	28	1	2	0
FLORIDA	.	.	.	.	0	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	1	88	0	1	0	0	5
IDAHO	2	7	37	0	0	1	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	134	54	0	33	11	8
IOWA	0	1	179	20	.	1	10	2
KANSAS	89	155	211	29	1	90	2	9
KENTUCKY	7	45	241	76	3	8	0	14
LOUISIANA	3	6	159	58	0	40	6	14
MAINE	44	128	205	15	9	7	19	6
MARYLAND	86	94	404	505	95	16	46	21
MASSACHUSETTS	748	234	219	39	48	0	7	123
MICHIGAN	7	5	84	528	.	4	0	18
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1	1	77	12	1	17	1	6
MISSOURI	8	14	36	114	44	27	0	2
MONTANA	29	22	87	3	0	7	1	1
NEBRASKA	5	10	105	18	4	0	3	2
NEVADA	0	5	14	48	0	0	1	2
NEW HAMPSHIRE	20	7	6	29	14	0	10	1
NEW JERSEY	75	276	549	883	797	71	26	54
NEW MEXICO	24	26	160	0	0	13	0	7
NEW YORK	23	251	1,062	1,418	785	40	145	83
NORTH CAROLINA	13	37	203	73	13	72	44	8
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1	145	1,480	1,844	0	4	.	22
OKLAHOMA	9	15	257	83	2	75	3	10
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2	0	10	16	0	0	1	0
PUERTO RICO	9	21	103	23	15	4	2	311
RHODE ISLAND	0	3	11	0	11	0	1	1
SOUTH CAROLINA	20	51	38	12	0	44	0	0
SOUTH DAKOTA	2	36	39	5	8	24	29	4
TENNESSEE	12	23	420	26	43	23	0	21
TEXAS	57	741	272	37	72	13	4	24
UTAH	2	28	214	281	0	0	0	8
VERMONT	9	3	19	0	0	1	2	0
VIRGINIA	17	38	231	20	19	76	13	4
WASHINGTON	48	116	539	12	16	0	0	4
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	691	3,117	2,751	174	6	155	0	18
WYOMING	0	0	0	0	0	22	0	0
AMERICAN SAMOA	0	0	5	0	0	0	0	0
GUAM	0	2	13	11	0	0	0	2
NORTHERN MARIANAS	9	6	0	0	0	0	0	2
PALAU	3	8	2	0	0	0	0	0
VIRGIN ISLANDS	0	0	6	10	2	0	2	0
BUR. OF INDIAN AFFAIRS	0	23	41	0	0	3	19	0
U.S. AND INSULAR AREAS	2,259	6,335	13,701	7,086	2,365	982	465	852
50 STATES, D.C. & P.R.	2,247	6,296	13,634	7,065	2,363	979	444	848

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2.44	2.17	75.88	9.76	0.81	6.50	0.54	1.90
ALASKA	10.56	36.65	51.55	0.62	0.00	0.00	0.00	0.62
ARIZONA	1.10	11.18	50.22	19.30	8.99	5.04	3.73	0.44
ARKANSAS	0.81	12.90	52.02	8.06	18.95	2.42	2.82	2.02
CALIFORNIA	2.63	1.82	72.13	14.16	9.26	0.00	0.00	0.00
COLORADO	5.82	32.01	51.33	6.71	0.00	2.10	0.89	1.13
CONNECTICUT	4.41	12.25	47.06	15.93	13.24	1.47	4.41	1.23
DELAWARE	30.77	0.00	50.00	0.00	0.00	19.23	0.00	0.00
DISTRICT OF COLUMBIA	1.35	2.70	4.05	50.00	37.84	1.35	2.70	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	1.05	92.63	0.00	1.05	0.00	0.00	5.26
IDAHO	4.17	14.58	77.08	0.00	0.00	2.08	0.00	2.08
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	55.83	22.50	0.00	13.75	4.58	3.33
IOWA	0.00	0.47	84.04	9.39	.	0.47	4.69	0.94
KANSAS	15.19	26.45	36.01	4.95	0.17	15.36	0.34	1.54
KENTUCKY	1.78	11.42	61.17	19.29	0.76	2.03	0.00	3.55
LOUISIANA	1.05	2.10	55.59	20.28	0.00	13.99	2.10	4.90
MAINE	10.16	29.56	47.34	3.46	2.08	1.62	4.39	1.39
MARYLAND	6.79	7.42	31.89	39.86	7.50	1.26	3.63	1.66
MASSACHUSETTS	52.75	16.50	15.44	2.75	3.39	0.00	0.49	8.67
MICHIGAN	1.08	0.77	13.00	81.73	.	0.62	0.00	2.79
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.86	0.86	66.38	10.34	0.86	14.66	0.86	5.17
MISSOURI	3.27	5.71	14.69	46.53	17.96	11.02	0.00	0.82
MONTANA	19.33	14.67	58.00	2.00	0.00	4.67	0.67	0.67
NEBRASKA	3.40	6.80	71.43	12.24	2.72	0.00	2.04	1.36
NEVADA	0.00	7.14	20.00	68.57	0.00	0.00	1.43	2.86
NEW HAMPSHIRE	22.99	8.05	6.90	33.33	16.09	0.00	11.49	1.15
NEW JERSEY	2.75	10.11	20.10	32.33	29.18	2.60	0.95	1.98
NEW MEXICO	10.43	11.30	69.57	0.00	0.00	5.65	0.00	3.04
NEW YORK	0.60	6.59	27.90	37.25	20.62	1.05	3.81	2.18
NORTH CAROLINA	2.81	7.99	43.84	15.77	2.81	15.55	9.50	1.73
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.03	4.15	42.33	52.75	0.00	0.11	.	0.63
OKLAHOMA	1.98	3.30	56.61	18.28	0.44	16.52	0.66	2.20
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	6.90	0.00	34.48	55.17	0.00	0.00	3.45	0.00
PUERTO RICO	1.84	4.30	21.11	4.71	3.07	0.82	0.41	63.73
RHODE ISLAND	0.00	11.11	40.74	0.00	40.74	0.00	3.70	3.70
SOUTH CAROLINA	12.12	30.91	23.03	7.27	0.00	26.67	0.00	0.00
SOUTH DAKOTA	1.36	24.49	26.53	3.40	5.44	16.33	19.73	2.72
TENNESSEE	2.11	4.05	73.94	4.58	7.57	4.05	0.00	3.70
TEXAS	4.67	60.74	22.30	3.03	5.90	1.07	0.33	1.97
UTAH	0.38	5.25	40.15	52.72	0.00	0.00	0.00	1.50
VERMONT	26.47	8.82	55.88	0.00	0.00	2.94	5.88	0.00
VIRGINIA	4.07	9.09	55.26	4.78	4.55	18.18	3.11	0.96
WASHINGTON	6.53	15.78	73.33	1.63	2.18	0.00	0.00	0.54
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	10.00	45.10	39.80	2.52	0.09	2.24	0.00	0.26
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	7.14	46.43	39.29	0.00	0.00	0.00	7.14
NORTHERN MARIANAS	52.94	35.29	0.00	0.00	0.00	0.00	0.00	11.76
PALAU	23.08	61.54	15.38	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	30.00	50.00	10.00	0.00	10.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	26.74	47.67	0.00	0.00	3.49	22.09	0.00
U.S. AND INSULAR AREAS	6.64	18.61	40.24	20.81	6.95	2.88	1.37	2.50
50 STATES, D.C. & P.R.	6.63	18.59	40.25	20.86	6.98	2.89	1.31	2.50

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	96	27	45	1	1	0	0	5
ALASKA	14	14	6	0	0	0	0	0
ARIZONA	19	71	60	6	3	0	0	5
ARKANSAS	16	19	9	1	3	0	1	1
CALIFORNIA	996	297	1,428	192	10	0	0	0
COLORADO	112	86	46	1	0	0	0	18
CONNECTICUT	40	15	11	3	3	1	0	12
DELAWARE	29	16	17	18	0	0	0	29
DISTRICT OF COLUMBIA	2	0	0	13	0	0	0	0
FLORIDA	196	158	621	71	0	0	0	46
GEORGIA	47	96	114	1	0	0	0	0
HAWAII	24	15	42	5	0	0	0	0
IDAHO	38	12	14	0	0	0	0	0
ILLINOIS	101	134	390	228	29	20	7	97
INDIANA	73	34	118	2	0	0	0	0
IOWA	106	121	47	0	.	1	0	60
KANSAS	77	15	10	2	2	1	0	1
KENTUCKY	69	37	35	4	0	1	0	5
LOUISIANA	64	81	197	4	0	11	0	15
MAINE	36	15	3	0	0	0	0	0
MARYLAND	73	32	66	7	2	0	0	2
MASSACHUSETTS	374	116	110	20	24	0	4	10
MICHIGAN	626	419	368	40	.	1	0	27
MINNESOTA	115	292	11	2	.	5	.	4
MISSISSIPPI	35	318	140	18	0	7	1	33
MISSOURI	100	60	84	116	2	0	0	16
MONTANA	12	8	37	0	0	2	0	0
NEBRASKA	64	23	18	5	0	0	0	18
NEVADA	48	67	4	2	0	0	0	2
NEW HAMPSHIRE	19	9	7	1	0	0	0	0
NEW JERSEY	18	67	18	67	55	0	0	11
NEW MEXICO	117	42	44	0	0	0	0	6
NEW YORK	233	478	150	53	91	0	0	23
NORTH CAROLINA	193	64	70	23	0	0	0	12
NORTH DAKOTA	20	2	2	0	1	.	3	.
OHIO	281	66	450	48	5	0	.	1,174
OKLAHOMA	42	11	24	3	0	0	0	1
OREGON	216	55	47	0	1	1	1	9
PENNSYLVANIA	64	18	244	138	19	0	14	6
PUERTO RICO	50	58	13	2	48	0	1	16
RHODE ISLAND	14	14	18	0	8	0	1	1
SOUTH CAROLINA	62	120	91	22	1	1	0	8
SOUTH DAKOTA	6	18	0	1	4	0	50	1
TENNESSEE	116	63	125	14	1	10	0	66
TEXAS	73	940	377	27	1	3	5	23
UTAH	19	25	23	0	0	0	0	16
VERMONT	33	5	0	0	0	0	0	0
VIRGINIA	96	20	61	9	1	0	1	0
WASHINGTON	157	84	53	0	0	0	0	3
WEST VIRGINIA	24	37	33	1	1	3	2	2
WISCONSIN	106	27	26	2	0	0	0	2
WYOMING	22	12	0	0	0	1	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	6	0	2	1	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
PALAU	8	2	0	0	0	0	0	0
VIRGIN ISLANDS	3	2	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	10	0	0	0	0	1	0
U.S. AND INSULAR AREAS	5,603	4,847	5,930	1,174	316	69	92	1,787
50 STATES, D.C. & P.R.	5,583	4,833	5,927	1,173	316	69	91	1,787

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	54.86	15.43	25.71	0.57	0.57	0.00	0.00	2.86
ALASKA	41.18	41.18	17.65	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.59	43.29	36.59	3.66	1.83	0.00	0.00	3.05
ARKANSAS	32.00	38.00	18.00	2.00	6.00	0.00	2.00	2.00
CALIFORNIA	34.07	10.16	48.85	6.57	0.34	0.00	0.00	0.00
COLORADO	42.59	32.70	17.49	0.38	0.00	0.00	0.00	6.84
CONNECTICUT	47.06	17.65	12.94	3.53	3.53	1.18	0.00	14.12
DELAWARE	26.61	14.68	15.60	16.51	0.00	0.00	0.00	26.61
DISTRICT OF COLUMBIA	13.33	0.00	0.00	86.67	0.00	0.00	0.00	0.00
FLORIDA	17.95	14.47	56.87	6.50	0.00	0.00	0.00	4.21
GEORGIA	18.22	37.21	44.19	0.39	0.00	0.00	0.00	0.00
HAWAII	27.91	17.44	48.84	5.81	0.00	0.00	0.00	0.00
IDAHO	59.38	18.75	21.88	0.00	0.00	0.00	0.00	0.00
ILLINOIS	10.04	13.32	38.77	22.66	2.88	1.99	0.70	9.64
INDIANA	32.16	14.98	51.98	0.88	0.00	0.00	0.00	0.00
IOWA	31.64	36.12	14.03	0.00	.	0.30	0.00	17.91
KANSAS	71.30	13.89	9.26	1.85	1.85	0.93	0.00	0.93
KENTUCKY	45.70	24.50	23.18	2.65	0.00	0.66	0.00	3.31
LOUISIANA	17.20	21.77	52.96	1.08	0.00	2.96	0.00	4.03
MAINE	66.67	27.78	5.56	0.00	0.00	0.00	0.00	0.00
MARYLAND	40.11	17.58	36.26	3.85	1.10	0.00	0.00	1.10
MASSACHUSETTS	56.84	17.63	16.72	3.04	3.65	0.00	0.61	1.52
MICHIGAN	42.27	28.29	24.85	2.70	.	0.07	0.00	1.82
MINNESOTA	26.81	68.07	2.56	0.47	.	1.17	.	0.93
MISSISSIPPI	6.34	57.61	25.36	3.26	0.00	1.27	0.18	5.98
MISSOURI	26.46	15.87	22.22	30.69	0.53	0.00	0.00	4.23
MONTANA	20.34	13.56	62.71	0.00	0.00	3.39	0.00	0.00
NEBRASKA	50.00	17.97	14.06	3.91	0.00	0.00	0.00	14.06
NEVADA	39.02	54.47	3.25	1.63	0.00	0.00	0.00	1.63
NEW HAMPSHIRE	52.78	25.00	19.44	2.78	0.00	0.00	0.00	0.00
NEW JERSEY	7.63	28.39	7.63	28.39	23.31	0.00	0.00	4.66
NEW MEXICO	55.98	20.10	21.05	0.00	0.00	0.00	0.00	2.87
NEW YORK	22.67	46.50	14.59	5.16	8.85	0.00	0.00	2.24
NORTH CAROLINA	53.31	17.68	19.34	6.35	0.00	0.00	0.00	3.31
NORTH DAKOTA	71.43	7.14	7.14	0.00	3.57	.	10.71	.
OHIO	13.88	3.26	22.23	2.37	0.25	0.00	.	58.00
OKLAHOMA	51.85	13.58	29.63	3.70	0.00	0.00	0.00	1.23
OREGON	65.45	16.67	14.24	0.00	0.30	0.30	0.30	2.73
PENNSYLVANIA	12.72	3.58	48.51	27.44	3.78	0.00	2.78	1.19
PUERTO RICO	26.60	30.85	6.91	1.06	25.53	0.00	0.53	8.51
RHODE ISLAND	25.00	25.00	32.14	0.00	14.29	0.00	1.79	1.79
SOUTH CAROLINA	20.33	39.34	29.84	7.21	0.33	0.33	0.00	2.62
SOUTH DAKOTA	7.50	22.50	0.00	1.25	5.00	0.00	62.50	1.25
TENNESSEE	29.37	15.95	31.65	3.54	0.25	2.53	0.00	16.71
TEXAS	5.04	64.87	26.02	1.86	0.07	0.21	0.35	1.59
UTAH	22.89	30.12	27.71	0.00	0.00	0.00	0.00	19.28
VERMONT	86.84	13.16	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	51.06	10.64	32.45	4.79	0.53	0.00	0.53	0.00
WASHINGTON	52.86	28.28	17.85	0.00	0.00	0.00	0.00	1.01
WEST VIRGINIA	23.30	35.92	32.04	0.97	0.97	2.91	1.94	1.94
WISCONSIN	65.03	16.56	15.95	1.23	0.00	0.00	0.00	1.23
WYOMING	61.11	33.33	0.00	0.00	0.00	2.78	0.00	2.78
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	66.67	0.00	22.22	11.11	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	90.91	0.00	0.00	0.00	0.00	9.09	0.00
U.S. AND INSULAR AREAS	28.27	24.46	29.92	5.92	1.59	0.35	0.46	9.02
50 STATES, D.C. & P.R.	28.23	24.44	29.97	5.93	1.60	0.35	0.46	9.03

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	-NUMBER-							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	157	30	41	9	1	0	0	55
ALASKA	22	29	18	0	0	0	0	0
ARIZONA	1	10	11	0	0	0	0	22
ARKANSAS	33	73	31	0	7	0	1	14
CALIFORNIA	2,837	638	898	89	89	0	0	0
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	71	33	19	4	20	0	14	47
DELAWARE	4	18	17	9	0	0	1	1
DISTRICT OF COLUMBIA	0	0	1	12	6	0	1	0
FLORIDA	5	1	99	67	0	75	0	888
GEORGIA	45	123	40	0	0	0	0	10
HAWAII	15	26	32	2	1	0	0	3
IDAHO	61	39	10	1	0	0	0	16
ILLINOIS	26	29	116	78	38	2	11	440
INDIANA	0	0	43	5	0	0	0	0
IOWA	0	0	0	0	.	1	0	0
KANSAS	63	47	34	4	0	2	0	8
KENTUCKY	33	32	17	2	0	0	0	48
LOUISIANA	145	158	322	16	0	11	1	17
MAINE	64	39	11	0	0	0	1	10
MARYLAND	125	72	105	25	19	0	13	20
MASSACHUSETTS	476	149	139	25	30	0	5	12
MICHIGAN	13	19	154	155	.	0	0	0
MINNESOTA	65	185	30	7	.	7	.	7
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	68	110	12	16	4	0	0	204
MONTANA	62	18	11	0	0	0	0	18
NEBRASKA	106	52	52	2	0	0	0	21
NEVADA	3	1	4	0	0	14	0	90
NEW HAMPSHIRE	87	28	33	6	4	1	3	1
NEW JERSEY	26	104	2	48	1	0	0	101
NEW MEXICO	17	9	43	0	0	0	0	3
NEW YORK	163	126	329	412	80	10	32	64
NORTH CAROLINA	419	255	270	46	2	0	3	48
NORTH DAKOTA	13	5	1	0	.	.	0	2
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	35	20	11	5	3	1	0	9
OREGON	234	118	95	3	11	0	0	27
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	39	96	74	15	5	0	0	82
RHODE ISLAND	21	5	7	3	2	0	1	66
SOUTH CAROLINA	1	7	33	6	0	0	0	0
SOUTH DAKOTA	4	18	4	0	0	2	7	0
TENNESSEE	237	109	152	15	2	28	0	455
TEXAS	249	3,212	1,242	87	27	5	17	75
UTAH	39	67	43	0	0	0	0	6
VERMONT	58	2	2	1	1	0	2	1
VIRGINIA	78	44	99	23	4	7	15	7
WASHINGTON	746	734	393	8	9	1	0	11
WEST VIRGINIA	0	1	18	4	0	0	0	9
WISCONSIN	78	9	22	1	0	0	0	14
WYOMING	49	32	0	0	0	5	0	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	7	0	0	0	0	0	0	0
NORTHERN MARIANAS	6	9	3	0	0	0	0	0
PALAU	15	5	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	12	0	0	0	0	0	0
U.S. AND INSULAR AREAS	7,122	6,959	5,143	1,213	366	172	128	2,935
50 STATES, D.C. & P.R.	7,093	6,933	5,140	1,211	366	172	128	2,935

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	53.58	10.24	13.99	3.07	0.34	0.00	0.00	18.77
ALASKA	31.88	42.03	26.09	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.27	22.73	25.00	0.00	0.00	0.00	0.00	50.00
ARKANSAS	20.75	45.91	19.50	0.00	4.40	0.00	0.63	8.81
CALIFORNIA	62.34	14.02	19.73	1.96	1.96	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	34.13	15.87	9.13	1.92	9.62	0.00	6.73	22.60
DELAWARE	8.00	36.00	34.00	18.00	0.00	0.00	2.00	2.00
DISTRICT OF COLUMBIA	0.00	0.00	5.00	60.00	30.00	0.00	5.00	0.00
FLORIDA	0.44	0.09	8.72	5.90	0.00	6.61	0.00	78.24
GEORGIA	20.64	56.42	18.35	0.00	0.00	0.00	0.00	4.59
HAWAII	18.99	32.91	40.51	2.53	1.27	0.00	0.00	3.80
IDAHO	48.03	30.71	7.87	0.79	0.00	0.00	0.00	12.60
ILLINOIS	3.51	3.92	15.68	10.54	5.14	0.27	1.49	59.46
INDIANA	0.00	0.00	89.58	10.42	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	39.87	29.75	21.52	2.53	0.00	1.27	0.00	5.06
KENTUCKY	25.00	24.24	12.88	1.52	0.00	0.00	0.00	36.36
LOUISIANA	21.64	23.58	48.06	2.39	0.00	1.64	0.15	2.54
MAINE	51.20	31.20	8.80	0.00	0.00	0.00	0.80	8.00
MARYLAND	32.98	19.00	27.70	6.60	5.01	0.00	3.43	5.28
MASSACHUSETTS	56.94	17.82	16.63	2.99	3.59	0.00	0.60	1.44
MICHIGAN	3.81	5.57	45.16	45.45	.	0.00	0.00	0.00
MINNESOTA	21.59	61.46	9.97	2.33	.	2.33	.	2.33
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	16.43	26.57	2.90	3.86	0.97	0.00	0.00	49.28
MONTANA	56.88	16.51	10.09	0.00	0.00	0.00	0.00	16.51
NEBRASKA	45.49	22.32	22.32	0.86	0.00	0.00	0.00	9.01
NEVADA	2.68	0.89	3.57	0.00	0.00	12.50	0.00	80.36
NEW HAMPSHIRE	53.37	17.18	20.25	3.68	2.45	0.61	1.84	0.61
NEW JERSEY	9.22	36.88	0.71	17.02	0.35	0.00	0.00	35.82
NEW MEXICO	23.61	12.50	59.72	0.00	0.00	0.00	0.00	4.17
NEW YORK	13.40	10.36	27.06	33.88	6.58	0.82	2.63	5.26
NORTH CAROLINA	40.17	24.45	25.89	4.41	0.19	0.00	0.29	4.60
NORTH DAKOTA	61.90	23.81	4.76	0.00	.	.	0.00	9.52
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	41.67	23.81	13.10	5.95	3.57	1.19	0.00	10.71
OREGON	47.95	24.18	19.47	0.61	2.25	0.00	0.00	5.53
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	12.54	30.87	23.79	4.82	1.61	0.00	0.00	26.37
RHODE ISLAND	20.00	4.76	6.67	2.86	1.90	0.00	0.95	62.86
SOUTH CAROLINA	2.13	14.89	70.21	12.77	0.00	0.00	0.00	0.00
SOUTH DAKOTA	11.43	51.43	11.43	0.00	0.00	5.71	20.00	0.00
TENNESSEE	23.75	10.92	15.23	1.50	0.20	2.81	0.00	45.59
TEXAS	5.07	65.36	25.27	1.77	0.55	0.10	0.35	1.53
UTAH	25.16	43.23	27.74	0.00	0.00	0.00	0.00	3.87
VERMONT	86.57	2.99	2.99	1.49	1.49	0.00	2.99	1.49
VIRGINIA	28.16	15.88	35.74	8.30	1.44	2.53	5.42	2.53
WASHINGTON	39.22	38.59	20.66	0.42	0.47	0.05	0.00	0.58
WEST VIRGINIA	0.00	3.13	56.25	12.50	0.00	0.00	0.00	28.13
WISCONSIN	62.90	7.26	17.74	0.81	0.00	0.00	0.00	11.29
WYOMING	55.06	35.96	0.00	0.00	0.00	5.62	0.00	3.37
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	33.33	50.00	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	33.33	0.00	0.00	66.67	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	29.63	28.95	21.40	5.05	1.52	0.72	0.53	12.21
50 STATES, D.C. & P.R.	29.58	28.91	21.44	5.05	1.53	0.72	0.53	12.24

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	101	57	16	11	0	50	0	0
ALASKA	3	35	2	0	0	0	0	0
ARIZONA	28	53	12	29	0	33	0	0
ARKANSAS	23	12	9	0	0	46	0	0
CALIFORNIA	261	133	704	19	6	36	0	0
COLORADO	74	20	2	0	0	10	0	0
CONNECTICUT	36	63	40	17	10	0	6	0
DELAWARE	26	0	0	0	0	0	1	0
DISTRICT OF COLUMBIA	19	1	0	10	0	0	0	0
FLORIDA	179	64	94	8	0	0	0	0
GEORGIA	79	54	10	0	0	57	0	1
HAWAII	13	7	5	1	0	0	0	0
IDAHO	34	7	3	0	0	1	0	0
ILLINOIS	103	141	151	6	3	46	2	1
INDIANA	47	91	20	34	0	35	0	0
IOWA	38	28	2	0	.	31	0	1
KANSAS	49	6	3	7	0	9	0	1
KENTUCKY	113	41	9	1	0	68	0	1
LOUISIANA	71	45	42	0	0	37	0	2
MAINE	21	12	2	0	0	0	2	0
MARYLAND	95	14	18	7	0	52	1	0
MASSACHUSETTS	204	63	60	10	13	0	2	5
MICHIGAN	197	50	60	29	.	0	1	1
MINNESOTA	44	63	1	0	.	4	.	1
MISSISSIPPI	12	27	19	1	0	34	0	0
MISSOURI	90	12	46	4	2	23	2	8
MONTANA	17	7	3	1	0	0	1	0
NEBRASKA	53	17	3	1	0	16	0	0
NEVADA	5	2	27	0	0	0	0	0
NEW HAMPSHIRE	7	2	2	22	0	0	2	0
NEW JERSEY	36	144	20	3	14	0	0	0
NEW MEXICO	27	9	9	0	0	23	0	0
NEW YORK	182	169	108	17	51	27	0	6
NORTH CAROLINA	195	44	27	0	0	36	0	1
NORTH DAKOTA	19	0	0	0	.	0	.	.
OHIO	177	65	102	1	1	63	.	0
OKLAHOMA	59	11	14	3	0	52	0	0
OREGON	80	15	17	0	0	11	0	0
PENNSYLVANIA	354	57	43	9	51	0	62	0
PUERTO RICO	26	147	27	3	5	41	0	5
RHODE ISLAND	16	12	12	0	0	0	3	0
SOUTH CAROLINA	102	40	17	6	1	18	0	1
SOUTH DAKOTA	6	11	0	0	0	15	0	0
TENNESSEE	247	62	25	13	1	44	0	2
TEXAS	37	474	217	22	0	8	2	15
UTAH	28	35	17	3	0	4	0	0
VERMONT	11	4	0	0	0	0	1	1
VIRGINIA	203	23	12	1	0	64	1	1
WASHINGTON	63	32	13	0	0	0	0	0
WEST VIRGINIA	27	44	5	0	0	34	0	1
WISCONSIN	60	15	10	0	0	27	3	1
WYOMING	215	66	0	0	0	0	0	0
AMERICAN SAMOA	0	2	0	0	0	0	0	0
GUAM	4	1	1	1	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	8	2	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	9	0	0
U.S. AND INSULAR AREAS	4,224	2,613	2,064	300	158	1,064	92	56
50 STATES, D.C. & P.R.	4,212	2,606	2,060	299	158	1,055	92	56

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	42.98	24.26	6.81	4.68	0,00	21.28	0.00	0.00
ALASKA	7.50	87.50	5.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	18.06	34.19	7.74	18.71	0.00	21.29	0.00	0.00
ARKANSAS	25.56	13.33	10.00	0.00	0.00	51.11	0.00	0.00
CALIFORNIA	22.52	11.48	60.74	1.64	0.52	3.11	0.00	0.00
COLORADO	69.81	18.87	1.89	0.00	0.00	9.43	0.00	0.00
CONNECTICUT	20.93	36.63	23.26	9.88	5.81	0.00	3.49	0.00
DELAWARE	96.30	0.00	0.00	0.00	0.00	0.00	3.70	0.00
DISTRICT OF COLUMBIA	63.33	3.33	0.00	33.33	0.00	0.00	0.00	0.00
FLORIDA	51.88	18.55	27.25	2.32	0.00	0.00	0.00	0.00
GEORGIA	39.30	26.87	4.98	0.00	0.00	28.36	0.00	0.50
HAWAII	50.00	26.92	19.23	3.85	0.00	0.00	0.00	0.00
IDAHO	75.56	15.56	6.67	0.00	0.00	2.22	0.00	0.00
ILLINOIS	22.74	31.13	33.33	1.32	0.66	10.15	0.44	0.22
INDIANA	20.70	40.09	8.81	14.98	0.00	15.42	0.00	0.00
IOWA	38.00	28.00	2.00	0.00	.	31.00	0.00	1.00
KANSAS	65.33	8.00	4.00	9.33	0.00	12.00	0.00	1.33
KENTUCKY	48.50	17.60	3.86	0.43	0.00	29.18	0.00	0.43
LOUISIANA	36.04	22.84	21.32	0.00	0.00	18.78	0.00	1.02
MAINE	56.76	32.43	5.41	0.00	0.00	0.00	5.41	0.00
MARYLAND	50.80	7.49	9.63	3.74	0.00	27.81	0.53	0.00
MASSACHUSETTS	57.14	17.65	16.81	2.80	3.64	0.00	0.56	1.40
MICHIGAN	58.28	14.79	17.75	8.58	.	0.00	0.30	0.30
MINNESOTA	38.94	55.75	0.88	0.00	.	3.54	.	0.88
MISSISSIPPI	12.90	29.03	20.43	1.08	0.00	36.56	0.00	0.00
MISSOURI	48.13	6.42	24.60	2.14	1.07	12.30	1.07	4.28
MONTANA	58.62	24.14	10.34	3.45	0.00	0.00	3.45	0.00
NEBRASKA	58.89	18.89	3.33	1.11	0.00	17.78	0.00	0.00
NEVADA	14.71	5.88	79.41	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	20.00	5.71	5.71	62.86	0.00	0.00	5.71	0.00
NEW JERSEY	16.59	66.36	9.22	1.38	6.45	0.00	0.00	0.00
NEW MEXICO	39.71	13.24	13.24	0.00	0.00	33.82	0.00	0.00
NEW YORK	32.50	30.18	19.29	3.04	9.11	4.82	0.00	1.07
NORTH CAROLINA	64.36	14.52	8.91	0.00	0.00	11.88	0.00	0.33
NORTH DAKOTA	100.00	0.00	0.00	0.00	.	0.00	.	.
OHIO	43.28	15.89	24.94	0.24	0.24	15.40	.	0.00
OKLAHOMA	42.45	7.91	10.07	2.16	0.00	37.41	0.00	0.00
OREGON	65.04	12.20	13.82	0.00	0.00	8.94	0.00	0.00
PENNSYLVANIA	61.46	9.90	7.47	1.56	8.85	0.00	10.76	0.00
PUERTO RICO	10.24	57.87	10.63	1.18	1.97	16.14	0.00	1.97
RHODE ISLAND	37.21	27.91	27.91	0.00	0.00	0.00	6.98	0.00
SOUTH CAROLINA	55.14	21.62	9.19	3.24	0.54	9.73	0.00	0.54
SOUTH DAKOTA	18.75	34.38	0.00	0.00	0.00	46.88	0.00	0.00
TENNESSEE	62.69	15.74	6.35	3.30	0.25	11.17	0.00	0.51
TEXAS	4.77	61.16	28.00	2.84	0.00	1.03	0.26	1.94
UTAH	32.18	40.23	19.54	3.45	0.00	4.60	0.00	0.00
VERMONT	64.71	23.53	0.00	0.00	0.00	0.00	5.88	5.88
VIRGINIA	66.56	7.54	3.93	0.33	0.00	20.98	0.33	0.33
WASHINGTON	58.33	29.63	12.04	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	24.32	39.64	4.50	0.00	0.00	30.63	0.00	0.90
WISCONSIN	51.72	12.93	8.62	0.00	0.00	23.28	2.59	0.86
WYOMING	76.51	23.49	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	57.14	14.29	14.29	14.29	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	10.00	0.00	0.00	0.00	90.00	0.00	0.00
U.S. AND INSULAR AREAS	39.96	24.72	19.53	2.84	1.49	10.07	0.87	0.53
50 STATES, D.C. & P.R.	39.97	24.73	19.55	2.84	1.50	10.01	0.87	0.53

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	2	1	0	7	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	1	6	30	4	3	12	0	0
COLORADO	2	2	12	11	0	1	0	2
CONNECTICUT	3	2	2	0	0	1	3	0
DELAWARE	1	0	2	5	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	0	4	7	0	1	0	0
GEORGIA	1	0	8	0	0	4	0	0
HAWAII	24	0	2	0	0	0	0	0
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	1	1	6	1	0	11	0	0
INDIANA	0	0	17	4	0	1	2	0
IOWA	0	0	0	0	.	10	0	0
KANSAS	0	0	1	0	0	0	0	0
KENTUCKY	0	0	2	0	0	0	0	0
LOUISIANA	0	0	1	0	0	3	0	0
MAINE	0	2	0	0	0	0	1	0
MARYLAND	1	1	0	1	0	10	0	0
MASSACHUSETTS	34	10	10	2	2	0	0	1
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	2	1	0	.	1	.	0
MISSISSIPPI	0	0	1	1	0	2	0	0
MISSOURI	4	0	8	14	0	2	0	0
MONTANA	1	0	1	0	0	1	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	1	2	2	6	11	19	0	0
NEW MEXICO	0	1	0	0	0	0	0	5
NEW YORK	0	0	0	0	11	0	0	0
NORTH CAROLINA	0	1	4	2	0	12	0	0
NORTH DAKOTA	.	.	.	.	.	5	.	.
OHIO	0	0	1	1	0	0	.	0
OKLAHOMA	1	0	2	2	0	0	0	1
OREGON	1	0	2	0	0	0	0	0
PENNSYLVANIA	0	0	1	0	0	0	0	0
PUERTO RICO	1	6	3	20	1	0	0	3
RHODE ISLAND	0	0	1	0	2	0	0	1
SOUTH CAROLINA	0	0	0	1	0	0	0	0
SOUTH DAKOTA	0	0	1	0	0	7	1	0
TENNESSEE	1	2	0	1	0	7	0	0
TEXAS	0	10	10	2	0	2	0	1
UTAH	0	2	13	7	0	0	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	2	0	0
WASHINGTON	2	1	4	1	0	0	0	0
WEST VIRGINIA	0	0	0	1	0	9	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	83	51	155	101	30	131	7	14
50 STATES, D.C. & P.R.	83	51	154	100	30	131	7	14

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
	PERCENTAGE							
ALABAMA	0.00	0.00	20.00	10.00	0.00	70.00	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	1.79	10.71	53.57	7.14	5.36	21.43	0.00	0.00
CALIFORNIA	6.67	6.67	40.00	36.67	0.00	3.33	0.00	6.67
COLORADO	27.27	18.18	18.18	0.00	0.00	9.09	27.27	0.00
CONNECTICUT	12.50	0.00	25.00	62.50	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	33.33	58.33	0.00	8.33	0.00	0.00
FLORIDA	7.69	0.00	61.54	0.00	0.00	30.77	0.00	0.00
GEORGIA	92.31	0.00	7.69	0.00	0.00	0.00	0.00	0.00
HAWAII	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	5.00	5.00	30.00	5.00	0.00	55.00	0.00	0.00
ILLINOIS	0.00	0.00	70.83	16.67	0.00	4.17	8.33	0.00
INDIANA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
IOWA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	25.00	0.00	0.00	75.00	0.00	0.00
LOUISIANA	0.00	66.67	0.00	0.00	0.00	0.00	33.33	0.00
MAINE	7.69	7.69	0.00	7.69	0.00	76.92	0.00	0.00
MARYLAND	57.63	16.95	16.95	3.39	3.39	0.00	0.00	1.69
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	0.00	50.00	25.00	0.00	.	25.00	.	0.00
MINNESOTA	0.00	0.00	25.00	25.00	0.00	50.00	0.00	0.00
MISSISSIPPI	14.29	0.00	28.57	50.00	0.00	7.14	0.00	0.00
MISSOURI	33.33	0.00	33.33	0.00	0.00	33.33	0.00	0.00
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	2.44	4.88	4.88	14.63	26.83	46.34	0.00	0.00
NEW JERSEY	0.00	16.67	0.00	0.00	0.00	0.00	0.00	83.33
NEW MEXICO	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NEW YORK	0.00	5.26	21.05	10.53	0.00	63.16	0.00	0.00
NORTH CAROLINA	.	.	.	.	.	100.00	.	.
NORTH DAKOTA	0.00	0.00	50.00	50.00	0.00	0.00	.	0.00
OHIO	16.67	0.00	33.33	33.33	0.00	0.00	0.00	16.67
OKLAHOMA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	2.94	17.65	8.82	58.82	2.94	0.00	0.00	8.82
PUERTO RICO	0.00	0.00	25.00	0.00	50.00	0.00	0.00	25.00
RHODE ISLAND	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	11.11	0.00	0.00	77.78	11.11	0.00
SOUTH DAKOTA	9.09	18.18	0.00	9.09	0.00	63.64	0.00	0.00
TENNESSEE	0.00	40.00	40.00	8.00	0.00	8.00	0.00	4.00
TEXAS	0.00	9.09	59.09	31.82	0.00	0.00	0.00	0.00
UTAH	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
VIRGINIA	25.00	12.50	50.00	12.50	0.00	0.00	0.00	0.00
WASHINGTON	0.00	0.00	0.00	10.00	0.00	90.00	0.00	0.00
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	14.51	8.92	27.10	17.66	5.24	22.90	1.22	2.45
50 STATES, D.C. & P.R.	14.56	8.95	27.02	17.54	5.26	22.98	1.23	2.46

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,398	1,648	2,194	172	13	66	8	54
ALASKA	270	168	221	6	0	0	0	6
ARIZONA	187	987	1,184	257	67	34	6	9
ARKANSAS	603	1,044	303	15	58	100	5	13
CALIFORNIA	1,541	6,022	8,142	1,599	616	471	0	2
COLORADO	341	1,097	830	133	11	50	9	37
CONNECTICUT	1,038	975	648	364	166	1	104	35
DELAWARE	313	318	79	82	1	0	20	7
DISTRICT OF COLUMBIA	46	163	102	108	58	3	54	4
FLORIDA	1,296	1,781	3,325	1,517	0	102	0	132
GEORGIA	725	1,461	1,568	86	3	216	9	5
HAWAII	88	106	262	23	1	2	0	3
IDAHO	224	224	173	35	5	5	1	4
ILLINOIS	406	3,514	3,890	1,224	705	423	296	77
INDIANA	289	2,003	1,577	1,068	0	65	22	0
IOWA	42	1,949	776	94	.	69	14	58
KANSAS	526	576	468	94	3	120	9	8
KENTUCKY	379	1,918	836	180	21	79	1	17
LOUISIANA	1,012	693	1,757	491	0	372	15	41
MAINE	447	470	220	26	34	18	19	8
MARYLAND	986	821	924	934	162	88	136	23
MASSACHUSETTS	3,259	1,044	1,790	483	634	0	311	241
MICHIGAN	2,340	2,840	1,838	2,465	.	36	12	40
MINNESOTA	314	1,848	570	164	.	74	.	17
MISSISSIPPI	398	1,112	838	25	3	133	3	29
MISSOURI	1,662	3,244	990	1,123	70	166	16	97
MONTANA	338	205	153	5	0	6	1	0
NEBRASKA	501	320	442	64	11	42	7	14
NEVADA	65	289	136	115	0	1	0	4
NEW HAMPSHIRE	518	193	108	24	59	2	39	9
NEW JERSEY	673	1,960	2,583	1,374	1,114	197	34	96
NEW MEXICO	537	238	606	0	17	25	0	54
NEW YORK	241	5,842	7,815	3,685	1,219	132	293	370
NORTH CAROLINA	1,265	1,805	946	420	43	194	134	32
NORTH DAKOTA	312	97	151	9	1	10	12	3
OHIO	2,484	2,416	3,855	1,993	84	187	.	288
OKLAHOMA	851	1,000	493	71	1	99	3	21
OREGON	802	650	683	15	29	61	3	27
PENNSYLVANIA	2,581	3,720	3,123	1,060	593	112	235	66
PUERTO RICO	95	779	1,301	613	179	18	29	489
RHODE ISLAND	300	194	283	37	87	0	28	25
SOUTH CAROLINA	232	1,475	975	274	1	43	4	9
SOUTH DAKOTA	48	366	51	15	57	43	148	2
TENNESSEE	1,595	1,716	1,352	185	104	148	8	95
TEXAS	919	11,813	4,785	344	232	99	62	320
UTAH	179	245	454	283	0	1	0	6
VERMONT	301	29	150	18	4	11	14	13
VIRGINIA	1,423	1,953	1,471	225	30	252	73	44
WASHINGTON	1,173	980	1,196	40	15	27	1	12
WEST VIRGINIA	175	1,452	687	101	0	84	8	6
WISCONSIN	872	1,707	1,477	138	2	70	2	12
WYOMING	590	583	44	10	0	43	8	0
AMERICAN SAMOA	4	0	3	0	0	0	0	0
GUAM	38	47	48	18	1	0	0	2
NORTHERN MARIANAS	12	3	3	0	0	0	0	0
PALAU	35	19	17	0	1	0	0	0
VIRGIN ISLANDS	1	7	94	12	0	7	12	5
BUR. OF INDIAN AFFAIRS	29	149	23	0	0	9	22	2
U.S. AND INSULAR AREAS	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993
50 STATES, D.C. & P.R.	39,200	80,053	70,825	23,886	6,513	4,605	2,216	2,984

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	25.18	29.68	39.51	3.10	0.23	1.19	0.14	0.97
ALASKA	40.24	25.04	32.94	0.89	0.00	0.00	0.00	0.89
ARIZONA	6.85	36.14	43.35	9.41	2.45	1.24	0.22	0.33
ARKANSAS	28.16	48.76	14.15	0.70	2.71	4.67	0.23	0.61
CALIFORNIA	8.38	32.74	44.27	8.69	3.35	2.56	0.00	0.01
COLORADO	13.60	43.74	33.09	5.30	0.44	1.99	0.36	1.48
CONNECTICUT	31.16	29.27	19.45	10.93	4.98	0.03	3.12	1.05
DELAWARE	38.17	38.78	9.63	10.00	0.12	0.00	2.44	0.85
DISTRICT OF COLUMBIA	8.55	30.30	18.96	20.07	10.78	0.56	10.04	0.74
FLORIDA	15.90	21.84	40.78	18.61	0.00	1.25	0.00	1.62
GEORGIA	17.80	35.87	38.50	2.11	0.07	5.30	0.22	0.12
HAWAII	18.14	21.86	54.02	4.74	0.21	0.41	0.00	0.62
IDAHO	33.38	33.38	25.78	5.22	0.75	0.75	0.15	0.60
ILLINOIS	3.85	33.36	36.92	11.62	6.69	4.02	2.81	0.73
INDIANA	5.75	39.87	31.39	21.26	0.00	1.29	0.44	0.00
IOWA	1.40	64.92	25.85	3.13	.	2.30	0.47	1.93
KANSAS	29.16	31.93	25.94	5.21	0.17	6.65	0.50	0.44
KENTUCKY	11.05	55.90	24.37	5.25	0.61	2.30	0.03	0.50
LOUISIANA	23.10	15.82	40.10	11.21	0.00	8.49	0.34	0.94
MAINE	35.99	37.84	17.71	2.09	2.74	1.45	1.53	0.64
MARYLAND	24.20	20.15	22.68	22.93	3.98	2.16	3.34	0.56
MASSACHUSETTS	41.99	13.45	23.06	6.22	8.17	0.00	4.01	3.10
MICHIGAN	24.45	29.67	19.20	25.75	.	0.38	0.13	0.42
MINNESOTA	10.51	61.87	19.08	5.49	.	2.48	.	0.57
MISSISSIPPI	15.66	43.76	32.98	0.98	0.12	5.23	0.12	1.14
MISSOURI	22.56	44.03	13.44	15.24	0.95	2.25	0.22	1.32
MONTANA	47.74	28.95	21.61	0.71	0.00	0.85	0.14	0.00
NEBRASKA	35.76	22.84	31.55	4.57	0.79	3.00	0.50	1.00
NEVADA	10.66	47.38	22.30	18.85	0.00	0.16	0.00	0.66
NEW HAMPSHIRE	54.41	20.27	11.34	2.52	6.20	0.21	4.10	0.95
NEW JERSEY	8.38	24.41	32.16	17.11	13.87	2.45	0.42	1.20
NEW MEXICO	36.36	16.11	41.03	0.00	1.15	1.69	0.00	3.66
NEW YORK	1.23	29.81	39.88	18.80	6.22	0.67	1.50	1.89
NORTH CAROLINA	26.14	37.30	19.55	8.68	0.89	4.01	2.77	0.66
NORTH DAKOTA	52.44	16.30	25.38	1.51	0.17	1.68	2.02	0.50
OHIO	21.97	21.37	34.09	17.63	0.74	1.65	.	2.55
OKLAHOMA	33.52	39.39	19.42	2.80	0.04	3.90	0.12	0.83
OREGON	35.33	28.63	30.09	0.66	1.28	2.69	0.13	1.19
PENNSYLVANIA	22.46	32.38	27.18	9.23	5.16	0.97	2.05	0.57
PUERTO RICO	2.71	22.24	37.14	17.50	5.11	0.51	0.83	13.96
RHODE ISLAND	31.45	20.34	29.66	3.88	9.12	0.00	2.94	2.62
SOUTH CAROLINA	7.70	48.95	32.36	9.09	0.03	1.43	0.13	0.30
SOUTH DAKOTA	6.53	49.80	6.94	2.04	7.76	6.53	20.14	0.27
TENNESSEE	30.66	32.98	25.99	3.56	2.00	2.84	0.15	1.83
TEXAS	4.95	63.60	25.76	1.85	1.25	0.53	0.33	1.72
UTAH	15.33	20.98	38.87	24.23	0.00	0.09	0.00	0.51
VERMONT	55.74	5.37	27.78	3.33	0.74	2.04	2.59	2.41
VIRGINIA	26.01	35.70	26.89	4.11	0.55	4.61	1.33	0.80
WASHINGTON	34.06	28.46	34.73	1.16	0.44	0.78	0.03	0.35
WEST VIRGINIA	6.96	57.78	27.34	4.02	0.00	3.34	0.32	0.24
WISCONSIN	20.37	39.88	34.51	3.22	0.05	1.64	0.05	0.28
WYOMING	46.17	45.62	3.44	0.78	0.00	3.36	0.63	0.00
AMERICAN SAMOA	57.14	0.00	42.86	0.00	0.00	0.00	0.00	0.00
GUAM	24.68	30.52	31.17	11.69	0.65	0.00	0.00	1.30
NORTHERN MARIANAS	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	48.61	26.39	23.61	0.00	1.39	0.00	0.00	0.00
VIRGIN ISLANDS	0.72	5.07	68.12	8.70	0.00	5.07	8.70	3.62
BUR. OF INDIAN AFFAIRS	12.39	63.68	9.83	0.00	0.00	3.85	9.40	0.85
U.S. AND INSULAR AREAS	17.03	34.77	30.75	10.36	2.82	2.00	0.97	1.30
50 STATES, D.C. & P.R.	17.02	34.76	30.76	10.37	2.83	2.00	0.96	1.30

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,035	959	218	1	0	0	0	4
ALASKA	230	131	90	1	0	0	0	0
ARIZONA	168	789	437	14	1	0	0	0
ARKANSAS	502	682	59	0	0	0	0	4
CALIFORNIA	550	5,736	2,749	24	78	0	0	0
COLORADO	234	771	92	8	0	10	0	0
CONNECTICUT	784	603	168	33	32	0	16	5
DELAWARE	152	203	11	1	0	0	2	0
DISTRICT OF COLUMBIA	37	116	20	15	13	0	0	0
FLORIDA	861	1,368	1,298	41	0	0	0	2
GEORGIA	390	513	211	0	1	0	0	0
HAWAII	64	85	68	2	0	2	0	1
IDAHO	176	151	23	3	0	4	0	0
ILLINOIS	223	3,071	1,198	34	24	0	4	1
INDIANA	179	1,733	220	35	0	1	0	0
IOWA	7	1,175	39	0	.	0	0	0
KANSAS	389	367	60	0	0	0	0	1
KENTUCKY	193	1,101	91	6	0	4	0	4
LOUISIANA	831	542	609	14	0	14	0	9
MAINE	276	269	18	0	1	0	3	0
MARYLAND	778	611	493	74	7	0	1	8
MASSACHUSETTS	1,150	368	631	170	223	0	110	81
MICHIGAN	1,682	1,814	627	52	.	5	2	5
MINNESOTA	202	808	17	9	.	9	.	0
MISSISSIPPI	299	824	312	1	0	1	0	2
MISSOURI	1,262	2,530	76	18	0	6	0	30
MONTANA	254	160	40	0	0	0	0	0
NEBRASKA	368	189	43	1	1	1	0	2
NEVADA	50	247	26	0	0	0	0	0
NEW HAMPSHIRE	371	131	40	2	8	0	9	1
NEW JERSEY	442	1,652	1,783	143	181	4	3	19
NEW MEXICO	435	43	239	0	2	0	0	7
NEW YORK	96	4,844	4,777	551	39	11	0	66
NORTH CAROLINA	863	867	109	0	0	0	0	4
NORTH DAKOTA	265	56	5	0	0	0	0	0
OHIO	1,918	1,793	358	13	41	23	.	2
OKLAHOMA	726	580	57	1	0	0	0	4
OREGON	605	406	54	3	9	0	0	3
PENNSYLVANIA	1,892	2,282	774	29	169	50	20	0
PUERTO RICO	19	314	110	32	21	1	0	14
RHODE ISLAND	271	162	120	20	10	0	1	2
SOUTH CAROLINA	96	854	114	2	0	0	0	2
SOUTH DAKOTA	41	256	1	0	0	0	0	0
TENNESSEE	1,278	1,108	263	10	11	1	1	5
TEXAS	553	7,115	2,764	111	17	3	37	163
UTAH	113	132	67	7	0	0	0	0
VERMONT	151	14	4	0	1	3	1	1
VIRGINIA	1,167	1,157	283	3	5	5	3	5
WASHINGTON	822	604	270	6	1	6	0	2
WEST VIRGINIA	143	1,015	112	0	0	15	1	0
WISCONSIN	551	967	108	2	1	0	0	2
WYOMING	188	218	3	2	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	37	36	25	4	0	0	0	0
NORTHERN MARIANAS	12	3	0	0	0	0	0	0
PALAU	12	2	1	0	0	0	0	0
VIRGIN ISLANDS	0	6	8	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	20	121	7	0	0	0	0	0
U.S. AND INSULAR AREAS	26,413	54,654	22,400	1,498	897	179	216	461
50 STATES, D.C. & P.R.	26,332	54,486	22,359	1,494	897	179	215	461

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	46.68	43.26	9.83	0.05	0.00	0.00	0.00	0.18
ALASKA	50.88	28.98	19.91	0.22	0.00	0.00	0.00	0.00
ARIZONA	11.92	56.00	31.01	0.99	0.07	0.00	0.00	0.00
ARKANSAS	40.26	54.69	4.73	0.00	0.00	0.00	0.00	0.32
CALIFORNIA	6.02	62.78	30.09	0.26	0.85	0.00	0.00	0.00
COLORADO	20.99	69.15	8.25	0.72	0.00	0.90	0.00	0.00
CONNECTICUT	47.78	36.75	10.24	2.01	1.95	0.00	0.98	0.30
DELAWARE	41.19	55.01	2.98	0.27	0.00	0.00	0.54	0.00
DISTRICT OF COLUMBIA	18.41	57.71	9.95	7.46	6.47	0.00	0.00	0.00
FLORIDA	24.12	38.32	36.36	1.15	0.00	0.00	0.00	0.06
GEORGIA	34.98	46.01	18.92	0.00	0.09	0.00	0.00	0.00
HAWAII	28.83	38.29	30.63	0.90	0.00	0.90	0.00	0.45
IDAHO	49.30	42.30	6.44	0.84	0.00	1.12	0.00	0.00
ILLINOIS	4.90	67.42	26.30	0.75	0.53	0.00	0.09	0.02
INDIANA	8.26	79.94	10.15	1.61	0.00	0.05	0.00	0.00
IOWA	0.57	96.23	3.19	0.00	.	0.00	0.00	0.00
KANSAS	47.61	44.92	7.34	0.00	0.00	0.00	0.00	0.12
KENTUCKY	13.80	78.70	6.50	0.43	0.00	0.29	0.00	0.29
LOUISIANA	41.16	26.84	30.16	0.69	0.00	0.69	0.00	0.45
MAINE	48.68	47.44	3.17	0.00	0.18	0.00	0.53	0.00
MARYLAND	39.45	30.98	25.00	3.75	0.35	0.00	0.05	0.41
MASSACHUSETTS	42.08	13.47	23.09	6.22	8.16	0.00	4.02	2.96
MICHIGAN	40.17	43.32	14.97	1.24	.	0.12	0.05	0.12
MINNESOTA	19.33	77.32	1.63	0.86	.	0.86	.	0.00
MISSISSIPPI	20.78	57.26	21.68	0.07	0.00	0.07	0.00	0.14
MISSOURI	32.18	64.51	1.94	0.46	0.00	0.15	0.00	0.76
MONTANA	55.95	35.24	8.81	0.00	0.00	0.00	0.00	0.00
NEBRASKA	60.83	31.24	7.11	0.17	0.17	0.17	0.00	0.33
NEVADA	15.48	76.47	8.05	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.01	23.31	7.12	0.36	1.42	0.00	1.60	0.18
NEW JERSEY	10.46	39.08	42.18	3.38	4.28	0.09	0.07	0.45
NEW MEXICO	59.92	5.92	32.92	0.00	0.28	0.00	0.00	0.96
NEW YORK	0.92	46.65	46.00	5.31	0.38	0.11	0.00	0.64
NORTH CAROLINA	46.83	47.04	5.91	0.00	0.00	0.00	0.00	0.22
NORTH DAKOTA	81.29	17.18	1.53	0.00	0.00	0.00	0.00	0.00
OHIO	46.24	43.23	8.63	0.31	0.99	0.55	.	0.05
OKLAHOMA	53.07	42.40	4.17	0.07	0.00	0.00	0.00	0.29
OREGON	56.02	37.59	5.00	0.28	0.83	0.00	0.00	0.28
PENNSYLVANIA	36.27	43.75	14.84	0.56	3.24	0.96	0.38	0.00
PUERTO RICO	3.72	61.45	21.53	6.26	4.11	0.20	0.00	2.74
RHODE ISLAND	46.25	27.65	20.48	3.41	1.71	0.00	0.17	0.34
SOUTH CAROLINA	8.99	79.96	10.67	0.19	0.00	0.00	0.00	0.19
SOUTH DAKOTA	13.76	85.91	0.34	0.00	0.00	0.00	0.00	0.00
TENNESSEE	47.74	41.39	9.82	0.37	0.41	0.04	0.04	0.19
TEXAS	5.14	66.11	25.68	1.03	0.16	0.03	0.34	1.51
UTAH	35.42	41.38	21.00	2.19	0.00	0.00	0.00	0.00
VERMONT	86.29	8.00	2.29	0.00	0.57	1.71	0.57	0.57
VIRGINIA	44.41	44.03	10.77	0.11	0.19	0.19	0.11	0.19
WASHINGTON	48.04	35.30	15.78	0.35	0.06	0.35	0.00	0.12
WEST VIRGINIA	11.12	78.93	8.71	0.00	0.00	1.17	0.08	0.00
WISCONSIN	33.78	59.29	6.62	0.12	0.06	0.00	0.00	0.12
WYOMING	45.63	52.91	0.73	0.49	0.00	0.00	0.24	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	36.27	35.29	24.51	3.92	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	80.00	13.33	6.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	40.00	53.33	0.00	0.00	0.00	6.67	0.00
BUR. OF INDIAN AFFAIRS	13.51	81.76	4.73	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	24.75	51.21	20.99	1.40	0.84	0.17	0.20	0.43
50 STATES, D.C. & P.R.	24.74	51.20	21.01	1.40	0.84	0.17	0.20	0.43

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16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	27	3	0	0	0	0	0	0
ALASKA	17	3	0	0	0	0	0	0
ARIZONA	5	23	11	0	0	0	0	0
ARKANSAS	10	3	0	0	0	1	0	0
CALIFORNIA	381	68	109	10	4	0	0	0
COLORADO	15	28	4	0	0	0	0	0
CONNECTICUT	31	18	4	2	5	0	0	0
DELAWARE	5	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	174	32	11	1	0	13	0	0
GEORGIA	24	1	5	0	0	0	0	0
HAWAII	7	2	0	5	0	0	0	0
IDAHO	4	0	0	0	0	0	0	0
ILLINOIS	132	10	20	0	1	0	0	0
INDIANA	68	0	0	3	0	1	0	0
IOWA	14	1	0	0	.	0	0	0
KANSAS	20	0	1	0	0	0	0	0
KENTUCKY	31	5	1	0	0	0	0	0
LOUISIANA	86	4	20	4	0	0	0	0
MAINE	26	9	1	0	0	0	0	0
MARYLAND	67	35	53	21	3	0	2	0
MASSACHUSETTS	749	240	411	111	146	0	72	53
MICHIGAN	71	19	3	2	.	0	0	1
MINNESOTA	7	36	2	0	.	0	.	0
MISSISSIPPI	48	13	7	0	0	0	0	0
MISSOURI	114	26	0	0	0	0	0	0
MONTANA	15	1	0	0	0	0	0	0
NEBRASKA	14	2	3	0	0	0	0	0
NEVADA	3	0	4	0	0	0	0	0
NEW HAMPSHIRE	25	12	7	1	0	0	1	0
NEW JERSEY	154	13	29	3	18	0	0	0
NEW MEXICO	73	54	61	0	1	0	0	7
NEW YORK	33	55	54	17	0	0	0	0
NORTH CAROLINA	40	0	2	0	0	0	0	0
NORTH DAKOTA	13	0	0	0	0	.	0	0
OHIO	47	0	0	0	32	0	.	0
OKLAHOMA	11	0	0	0	0	0	0	0
OREGON	48	18	18	0	0	0	0	0
PENNSYLVANIA	121	6	10	0	0	0	0	0
PUERTO RICO	2	7	3	4	0	0	0	5
RHODE ISLAND	5	2	0	1	0	0	0	1
SOUTH CAROLINA	17	4	1	0	1	0	0	0
SOUTH DAKOTA	3	8	0	0	0	0	0	0
TENNESSEE	56	52	17	1	1	0	1	0
TEXAS	8	100	39	2	2	0	0	2
UTAH	5	4	1	0	0	0	0	0
VERMONT	32	0	4	0	0	0	0	0
VIRGINIA	23	28	1	0	0	0	0	0
WASHINGTON	17	0	0	0	0	0	0	0
WEST VIRGINIA	1	10	0	0	0	0	0	0
WISCONSIN	34	6	1	0	0	0	0	0
WYOMING	7	4	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	1	2	3	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	15	0	0	0	0	0	0
U.S. AND INSULAR AREAS	2,948	982	922	188	214	15	76	69
50 STATES, D.C. & P.R.	2,940	965	918	188	214	15	76	69

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	90.00	10.00	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	85.00	15.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	12.82	58.97	28.21	0.00	0.00	0.00	0.00	0.00
ARKANSAS	71.43	21.43	0.00	0.00	0.00	7.14	0.00	0.00
CALIFORNIA	66.61	11.89	19.06	1.75	0.70	0.00	0.00	0.00
COLORADO	31.91	59.57	8.51	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	51.67	30.00	6.67	3.33	8.33	0.00	0.00	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	75.32	13.85	4.76	0.43	0.00	5.63	0.00	0.00
GEORGIA	80.00	3.33	16.67	0.00	0.00	0.00	0.00	0.00
HAWAII	50.00	14.29	0.00	35.71	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	80.98	6.13	12.27	0.00	0.61	0.00	0.00	0.00
INDIANA	94.44	0.00	0.00	4.17	0.00	1.39	0.00	0.00
IOWA	93.33	6.67	0.00	0.00	.	0.00	0.00	0.00
KANSAS	95.24	0.00	4.76	0.00	0.00	0.00	0.00	0.00
KENTUCKY	83.78	13.51	2.70	0.00	0.00	0.00	0.00	0.00
LOUISIANA	75.44	3.51	17.54	3.51	0.00	0.00	0.00	0.00
MAINE	72.22	25.00	2.78	0.00	0.00	0.00	0.00	0.00
MARYLAND	37.02	19.34	29.28	11.60	1.66	0.00	1.10	0.00
MASSACHUSETTS	42.03	13.47	23.06	6.23	8.19	0.00	4.04	2.97
MICHIGAN	73.96	19.79	3.13	2.08	.	0.00	0.00	1.04
MINNESOTA	15.56	80.00	4.44	0.00	.	0.00	.	0.00
MISSISSIPPI	70.59	19.12	10.29	0.00	0.00	0.00	0.00	0.00
MISSOURI	81.43	18.57	0.00	0.00	0.00	0.00	0.00	0.00
MONTANA	93.75	6.25	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	73.68	10.53	15.79	0.00	0.00	0.00	0.00	0.00
NEVADA	42.86	0.00	57.14	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	54.35	26.09	15.22	2.17	0.00	0.00	2.17	0.00
NEW JERSEY	70.97	5.99	13.36	1.38	8.29	0.00	0.00	0.00
NEW MEXICO	37.24	27.55	31.12	0.00	0.51	0.00	0.00	3.57
NEW YORK	20.75	34.59	33.96	10.69	0.00	0.00	0.00	0.00
NORTH CAROLINA	95.24	0.00	4.76	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	.	0.00	0.00
OHIO	59.49	0.00	0.00	0.00	40.51	0.00	.	0.00
OKLAHOMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	57.14	21.43	21.43	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	88.32	4.38	7.30	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	9.52	33.33	14.29	19.05	0.00	0.00	0.00	23.81
RHODE ISLAND	55.56	22.22	0.00	11.11	0.00	0.00	0.00	11.11
SOUTH CAROLINA	73.91	17.39	4.35	0.00	4.35	0.00	0.00	0.00
SOUTH DAKOTA	27.27	72.73	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	44.09	40.94	13.39	0.79	0.79	0.00	0.00	0.00
TEXAS	5.19	64.94	25.32	1.30	1.30	0.00	0.65	1.30
UTAH	50.00	40.00	10.00	0.00	0.00	0.00	0.00	0.00
VERMONT	88.89	0.00	11.11	0.00	0.00	0.00	0.00	0.00
VIRGINIA	44.23	53.85	1.92	0.00	0.00	0.00	0.00	0.00
WASHINGTON	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	9.09	90.91	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	82.93	14.63	2.44	0.00	0.00	0.00	0.00	0.00
WYOMING	63.64	36.36	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	28.57	71.43	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND INSULAR AREAS	54.45	18.14	17.03	3.47	3.95	0.28	1.40	1.27
50 STATES, D.C. & P.R.	54.60	17.92	17.05	3.49	3.97	0.28	1.41	1.28

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	191	612	1,815	145	5	9	0	8
ALASKA	3	12	74	1	0	0	0	0
ARIZONA	0	64	549	128	28	0	0	4
ARKANSAS	67	329	212	11	48	71	2	5
CALIFORNIA	140	27	3,275	1,180	83	223	0	2
COLORADO	7	70	388	16	11	0	0	2
CONNECTICUT	20	137	275	171	24	0	15	5
DELAWARE	19	32	61	48	1	0	11	0
DISTRICT OF COLUMBIA	3	31	81	68	7	1	5	0
FLORIDA	33	102	1,503	1,267	0	11	0	18
GEORGIA	174	672	1,160	68	2	132	3	1
HAWAII	1	9	114	10	1	0	0	1
IDAHO	29	53	131	26	3	1	0	3
ILLINOIS	9	108	1,949	757	299	87	202	6
INDIANA	10	182	1,191	826	0	21	6	0
IOWA	0	539	466	67	.	31	3	0
KANSAS	28	118	348	58	0	17	7	2
KENTUCKY	132	711	650	118	10	3	1	7
LOUISIANA	15	68	841	398	0	240	12	13
MAINE	25	97	127	16	20	0	1	1
MARYLAND	27	87	219	466	55	6	34	4
MASSACHUSETTS	691	221	380	102	134	0	66	49
MICHIGAN	115	526	798	1,779	.	0	0	13
MINNESOTA	22	645	477	85	.	28	.	9
MISSISSIPPI	36	225	436	18	0	83	0	11
MISSOURI	98	358	772	975	22	31	8	11
MONTANA	38	25	65	1	0	0	0	0
NEBRASKA	55	92	301	53	5	18	5	0
NEVADA	2	13	73	84	0	0	0	0
NEW HAMPSHIRE	41	20	45	4	24	0	10	1
NEW JERSEY	5	15	455	555	209	29	9	6
NEW MEXICO	8	63	190	0	6	4	0	24
NEW YORK	3	176	1,515	1,853	160	38	38	20
NORTH CAROLINA	148	758	688	323	38	47	111	7
NORTH DAKOTA	12	32	143	9	1	3	6	1
OHIO	379	522	2,590	455	9	60	.	7
OKLAHOMA	78	386	326	39	0	17	2	6
OREGON	26	109	516	6	3	16	0	7
PENNSYLVANIA	270	1,041	1,991	805	50	34	52	22
PUERTO RICO	38	382	1,056	502	122	10	24	180
RHODE ISLAND	1	5	134	0	41	0	7	2
SOUTH CAROLINA	64	493	752	249	0	3	1	5
SOUTH DAKOTA	0	75	38	1	44	13	87	0
TENNESSEE	103	445	779	128	56	81	5	13
TEXAS	191	2,444	1,025	123	121	46	13	80
UTAH	23	32	235	96	0	0	0	0
VERMONT	64	11	110	2	1	1	2	2
VIRGINIA	75	577	896	177	1	70	20	15
WASHINGTON	101	203	574	15	5	2	0	1
WEST VIRGINIA	8	337	510	93	0	24	0	3
WISCONSIN	29	180	550	71	0	1	0	2
WYOMING	158	163	28	5	0	22	3	0
AMERICAN SAMOA	3	0	1	0	0	0	0	0
GUAM	1	3	17	4	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	1	2	2	0	0	0	0	0
VIRGIN ISLANDS	0	1	76	7	0	6	3	0
BUR. OF INDIAN AFFAIRS	0	8	5	0	0	0	7	0
U.S. AND INSULAR AREAS	3,820	14,648	33,978	14,464	1,650	1,540	781	579
50 STATES, D.C. & P.R.	3,815	14,634	33,877	14,453	1,649	1,534	771	579

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6.86	21.97	65.17	5.21	0.18	0.32	0.00	0.29
ALASKA	3.33	13.33	82.22	1.11	0.00	0.00	0.00	0.00
ARIZONA	0.00	8.28	71.02	16.56	3.62	0.00	0.00	0.52
ARKANSAS	8.99	44.16	28.46	1.48	6.44	9.53	0.27	0.67
CALIFORNIA	2.84	0.55	66.43	23.94	1.68	4.52	0.00	0.04
COLORADO	1.42	14.17	78.54	3.24	2.23	0.00	0.00	0.40
CONNECTICUT	3.09	21.17	42.50	26.43	3.71	0.00	2.32	0.77
DELAWARE	11.05	18.60	35.47	27.91	0.58	0.00	6.40	0.00
DISTRICT OF COLUMBIA	1.53	15.82	41.33	34.69	3.57	0.51	2.55	0.00
FLORIDA	1.12	3.48	51.23	43.18	0.00	0.37	0.00	0.61
GEORGIA	7.87	30.38	52.44	3.07	0.09	5.97	0.14	0.05
HAWAII	0.74	6.62	83.82	7.35	0.74	0.00	0.00	0.74
IDAHO	11.79	21.54	53.25	10.57	1.22	0.41	0.00	1.22
ILLINOIS	0.26	3.16	57.04	22.15	8.75	2.55	5.91	0.18
INDIANA	0.45	8.14	53.26	36.94	0.00	0.94	0.27	0.00
IOWA	0.00	48.73	42.13	6.06	.	2.80	0.27	0.00
KANSAS	4.84	20.42	60.21	10.03	0.00	2.94	1.21	0.35
KENTUCKY	8.09	43.57	39.83	7.23	0.61	0.18	0.06	0.43
LOUISIANA	0.95	4.28	52.99	25.08	0.00	15.12	0.76	0.82
MAINE	8.71	33.80	44.25	5.57	6.97	0.00	0.35	0.35
MARYLAND	3.01	9.69	24.39	51.89	6.12	0.67	3.79	0.45
MASSACHUSETTS	42.06	13.45	23.13	6.21	8.16	0.00	4.02	2.98
MICHIGAN	3.56	16.28	24.70	55.06	.	0.00	0.00	0.40
MINNESOTA	1.74	50.95	37.68	6.71	.	2.21	.	0.71
MISSISSIPPI	4.45	27.81	53.89	2.22	0.00	10.26	0.00	1.36
MISSOURI	4.31	15.74	33.93	42.86	0.97	1.36	0.35	0.48
MONTANA	29.46	19.38	50.39	0.78	0.00	0.00	0.00	0.00
NEBRASKA	10.40	17.39	56.90	10.02	0.95	3.40	0.95	0.00
NEVADA	1.16	7.56	42.44	48.84	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	28.28	13.79	31.03	2.76	16.55	0.00	6.90	0.69
NEW JERSEY	0.39	1.17	35.46	43.26	16.29	2.26	0.70	0.47
NEW MEXICO	2.71	21.36	64.41	0.00	2.03	1.36	0.00	8.14
NEW YORK	0.08	4.63	39.84	48.72	4.21	1.00	1.00	0.53
NORTH CAROLINA	6.98	35.75	32.45	15.24	1.79	2.22	5.24	0.33
NORTH DAKOTA	5.80	15.46	69.08	4.35	0.48	1.45	2.90	0.48
OHIO	9.42	12.98	64.40	11.31	0.22	1.49	.	0.17
OKLAHOMA	9.13	45.20	38.17	4.57	0.00	1.99	0.23	0.70
OREGON	3.81	15.96	75.55	0.88	0.44	2.34	0.00	1.02
PENNSYLVANIA	6.33	24.41	46.68	18.87	1.17	0.80	1.22	0.52
PUERTO RICO	1.64	16.51	45.64	21.69	5.27	0.43	1.04	7.78
RHODE ISLAND	0.53	2.63	70.53	0.00	21.58	0.00	3.68	1.05
SOUTH CAROLINA	4.08	31.46	47.99	15.89	0.00	0.19	0.06	0.32
SOUTH DAKOTA	0.00	29.07	14.73	0.39	17.05	5.04	33.72	0.00
TENNESSEE	6.40	27.64	48.39	7.95	3.48	5.03	0.31	0.81
TEXAS	4.72	60.45	25.35	3.04	2.99	1.14	0.32	1.98
UTAH	5.96	8.29	60.88	24.87	0.00	0.00	0.00	0.00
VERMONT	33.16	5.70	56.99	1.04	0.52	0.52	1.04	1.04
VIRGINIA	4.10	31.51	48.94	9.67	0.05	3.82	1.09	0.82
WASHINGTON	11.21	22.53	63.71	1.66	0.55	0.22	0.00	0.11
WEST VIRGINIA	0.82	34.56	52.31	9.54	0.00	2.46	0.00	0.31
WISCONSIN	3.48	21.61	66.03	8.52	0.00	0.12	0.00	0.24
WYOMING	41.69	43.01	7.39	1.32	0.00	5.80	0.79	0.00
AMERICAN SAMOA	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
GUAM	3.85	11.54	65.38	15.38	3.85	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	1.08	81.72	7.53	0.00	6.45	3.23	0.00
BUR. OF INDIAN AFFAIRS	0.00	40.00	25.00	0.00	0.00	0.00	35.00	0.00
U.S. AND INSULAR AREAS	5.35	20.50	47.55	20.24	2.31	2.16	1.09	0.81
50 STATES, D.C. & P.R.	5.35	20.52	47.51	20.27	2.31	2.15	1.08	0.81

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16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	81	46	39	4	8	2	6	23
ALASKA	6	6	12	4	0	0	0	5
ARIZONA	4	58	65	25	6	0	6	1
ARKANSAS	4	3	2	0	1	0	0	0
CALIFORNIA	76	42	283	56	310	81	0	0
COLORADO	45	147	114	52	0	20	7	30
CONNECTICUT	181	183	154	95	61	1	39	18
DELAWARE	126	49	2	6	0	0	7	0
DISTRICT OF COLUMBIA	5	13	1	3	13	0	89	4
FLORIDA	169	224	319	126	0	14	0	7
GEORGIA	113	220	139	0	0	16	5	0
HAWAII	5	5	14	0	0	0	0	0
IDAHO	5	8	4	6	1	0	1	0
ILLINOIS	23	275	499	315	343	240	78	2
INDIANA	13	59	92	23	0	24	10	0
IOWA	0	182	134	15	.	5	2	2
KANSAS	65	72	23	13	1	13	0	0
KENTUCKY	1	65	34	16	0	7	0	1
LOUISIANA	24	27	84	21	0	19	1	6
MAINE	92	61	23	5	8	0	9	4
MARYLAND	46	44	62	67	66	13	64	2
MASSACHUSETTS	447	143	246	67	87	0	43	32
MICHIGAN	269	304	179	133	.	29	8	6
MINNESOTA	65	276	53	63	.	29	.	6
MISSISSIPPI	3	4	7	0	2	1	2	1
MISSOURI	70	276	110	36	44	36	4	30
MONTANA	10	8	7	1	0	1	0	0
NEBRASKA	34	25	39	0	4	9	0	0
NEVADA	5	18	13	6	0	1	0	1
NEW HAMPSHIRE	58	22	4	0	16	0	7	5
NEW JERSEY	52	197	250	280	380	46	8	33
NEW MEXICO	2	48	31	0	8	0	0	8
NEW YORK	42	560	995	399	352	2	94	212
NORTH CAROLINA	105	110	35	23	0	3	0	5
NORTH DAKOTA	8	4	2	0	.	4	1	0
OHIO	36	42	112	106	0	33	.	30
OKLAHOMA	12	20	28	3	0	2	1	1
OREGON	38	69	31	4	15	0	0	8
PENNSYLVANIA	172	348	212	144	297	28	53	38
PUERTO RICO	2	6	28	18	0	0	2	14
RHODE ISLAND	19	18	17	0	23	0	16	2
SOUTH CAROLINA	19	80	48	7	0	0	2	0
SOUTH DAKOTA	1	13	1	0	4	3	14	1
TENNESSEE	39	43	35	0	7	6	2	0
TEXAS	73	940	362	27	17	3	5	23
UTAH	29	59	68	16	0	0	0	2
VERMONT	32	1	4	11	1	5	3	5
VIRGINIA	93	151	122	17	19	15	31	16
WASHINGTON	95	64	58	10	6	13	1	2
WEST VIRGINIA	22	69	31	3	0	5	3	0
WISCONSIN	154	308	136	16	1	0	0	5
WYOMING	125	126	8	1	0	3	3	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	7	1	0	0	0	0	1
NORTHERN MARIANAS	0	0	3	0	0	0	0	0
PALAU	3	3	4	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	1	8	0
BUR. OF INDIAN AFFAIRS	3	4	2	0	0	0	3	0
U.S. AND INSULAR AREAS	3,221	6,155	5,381	2,243	2,101	733	598	592
50 STATES, D.C. & P.R.	3,215	6,141	5,371	2,243	2,101	732	587	591

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	38.76	22.01	18.66	1.91	3.83	0.96	2.87	11.00
ALASKA	18.18	18.18	36.36	12.12	0.00	0.00	0.00	15.15
ARIZONA	2.42	35.15	39.39	15.15	3.64	0.00	3.64	0.61
ARKANSAS	40.00	30.00	20.00	0.00	10.00	0.00	0.00	0.00
CALIFORNIA	8.96	4.95	33.37	6.60	36.56	9.55	0.00	0.00
COLORADO	10.84	35.42	27.47	12.53	0.00	4.82	1.69	7.23
CONNECTICUT	24.73	25.00	21.04	12.98	8.33	0.14	5.33	2.46
DELAWARE	66.32	25.79	1.05	3.16	0.00	0.00	3.68	0.00
DISTRICT OF COLUMBIA	5.68	14.77	1.14	3.41	14.77	0.00	55.68	4.55
FLORIDA	19.67	26.08	37.14	14.67	0.00	1.63	0.00	0.81
GEORGIA	22.92	44.62	28.19	0.00	0.00	3.25	1.01	0.00
HAWAII	20.83	20.83	58.33	0.00	0.00	0.00	0.00	0.00
IDAHO	20.00	32.00	16.00	24.00	4.00	0.00	4.00	0.00
ILLINOIS	1.30	15.49	28.11	17.75	19.32	13.52	4.39	0.11
INDIANA	5.88	26.70	41.63	10.41	0.00	10.86	4.52	0.00
IOWA	0.00	53.53	39.41	4.41	.	1.47	0.59	0.59
KANSAS	34.76	38.50	12.30	6.95	0.53	6.95	0.00	0.00
KENTUCKY	0.81	52.42	27.42	12.90	0.00	5.65	0.00	0.81
LOUISIANA	13.19	14.84	46.15	11.54	0.00	10.44	0.55	3.30
MAINE	45.54	30.20	11.39	2.48	3.96	0.00	4.46	1.98
MARYLAND	12.64	12.09	17.03	18.41	18.13	3.57	17.58	0.55
MASSACHUSETTS	41.97	13.43	23.10	6.29	8.17	0.00	4.04	3.00
MICHIGAN	28.99	32.76	19.29	14.33	.	3.13	0.86	0.65
MINNESOTA	13.21	56.10	10.77	12.80	.	5.89	.	1.22
MISSISSIPPI	15.00	20.00	35.00	0.00	10.00	5.00	10.00	5.00
MISSOURI	11.55	45.54	18.15	5.94	7.26	5.94	0.66	4.95
MONTANA	37.04	29.63	25.93	3.70	0.00	3.70	0.00	0.00
NEBRASKA	30.63	22.52	35.14	0.00	3.60	8.11	0.00	0.00
NEVADA	11.36	40.91	29.55	13.64	0.00	2.27	0.00	2.27
NEW HAMPSHIRE	51.79	19.64	3.57	0.00	14.29	0.00	6.25	4.46
NEW JERSEY	4.17	15.81	20.06	22.47	30.50	3.69	0.64	2.65
NEW MEXICO	2.06	49.48	31.96	0.00	8.25	0.00	0.00	8.25
NEW YORK	1.58	21.08	37.46	15.02	13.25	0.08	3.54	7.98
NORTH CAROLINA	37.37	39.15	12.46	8.19	0.00	1.07	0.00	1.78
NORTH DAKOTA	42.11	21.05	10.53	0.00	.	21.05	5.26	0.00
OHIO	10.03	11.70	31.20	29.53	0.00	9.19	.	8.36
OKLAHOMA	17.91	29.85	41.79	4.48	0.00	2.99	1.49	1.49
OREGON	23.03	41.82	18.79	2.42	9.09	0.00	0.00	4.85
PENNSYLVANIA	13.31	26.93	16.41	11.15	22.99	2.17	4.10	2.94
PUERTO RICO	2.86	8.57	40.00	25.71	0.00	0.00	2.86	20.00
RHODE ISLAND	20.00	18.95	17.89	0.00	24.21	0.00	16.84	2.11
SOUTH CAROLINA	12.18	51.28	30.77	4.49	0.00	0.00	1.28	0.00
SOUTH DAKOTA	2.70	35.14	2.70	0.00	10.81	8.11	37.84	2.70
TENNESSEE	29.55	32.58	26.52	0.00	5.30	4.55	1.52	0.00
TEXAS	5.03	64.83	24.97	1.86	1.17	0.21	0.34	1.59
UTAH	16.67	33.91	39.08	9.20	0.00	0.00	0.00	1.15
VERMONT	51.61	1.61	6.45	17.74	1.61	8.06	4.84	8.06
VIRGINIA	20.04	32.54	26.29	3.66	4.09	3.23	6.68	3.45
WASHINGTON	38.15	25.70	23.29	4.02	2.41	5.22	0.40	0.80
WEST VIRGINIA	16.54	51.88	23.31	2.26	0.00	3.76	2.26	0.00
WISCONSIN	24.84	49.68	21.94	2.58	0.16	0.00	0.00	0.81
WYOMING	46.99	47.37	3.01	0.38	0.00	1.13	1.13	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	77.78	11.11	0.00	0.00	0.00	0.00	11.11
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	30.00	30.00	40.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	11.11	88.89	0.00
BUR. OF INDIAN AFFAIRS	25.00	33.33	16.67	0.00	0.00	0.00	25.00	0.00
U.S. AND INSULAR AREAS	15.32	29.28	25.59	10.67	9.99	3.49	2.84	2.82
50 STATES, D.C. & P.R.	15.32	29.27	25.60	10.69	10.01	3.49	2.80	2.82

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	24	9	13	0	0	19	0	0
ALASKA	1	2	2	0	0	0	0	0
ARIZONA	3	23	6	15	0	16	0	0
ARKANSAS	6	9	3	4	0	12	0	0
CALIFORNIA	67	32	254	8	5	134	0	0
COLORADO	6	28	7	1	0	4	0	0
CONNECTICUT	5	8	1	3	15	0	8	0
DELAWARE	6	17	2	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	0	0	0	0	0	0
FLORIDA	23	25	56	7	0	41	0	0
GEORGIA	7	18	12	18	0	38	0	0
HAWAII	5	1	6	5	0	0	0	0
IDAHO	1	3	1	0	0	0	0	0
ILLINOIS	7	14	86	5	1	27	1	0
INDIANA	6	7	20	13	0	11	0	0
IOWA	11	23	11	0	.	6	0	0
KANSAS	6	7	0	0	0	35	0	0
KENTUCKY	3	17	2	0	0	34	0	0
LOUISIANA	16	19	24	0	0	47	0	0
MAINE	5	5	0	1	0	5	0	0
MARYLAND	23	12	8	2	0	24	3	0
MASSACHUSETTS	46	15	25	7	9	0	4	3
MICHIGAN	61	59	20	40	.	0	0	0
MINNESOTA	4	34	5	3	.	2	.	0
MISSISSIPPI	3	18	18	1	0	26	0	0
MISSOURI	54	24	8	2	2	61	0	0
MONTANA	3	1	6	1	0	4	0	0
NEBRASKA	18	2	2	0	0	10	0	0
NEVADA	3	1	9	0	0	0	0	0
NEW HAMPSHIRE	7	0	2	9	0	0	3	0
NEW JERSEY	2	9	17	45	10	0	0	0
NEW MEXICO	4	4	12	0	0	14	0	0
NEW YORK	23	44	91	66	202	19	0	4
NORTH CAROLINA	19	14	1	1	0	56	0	0
NORTH DAKOTA	4	2	0	0	.	3	.	.
OHIO	34	14	88	6	0	35	.	2
OKLAHOMA	11	6	8	1	0	9	0	0
OREGON	31	12	9	0	1	27	1	1
PENNSYLVANIA	72	29	36	3	32	0	71	0
PUERTO RICO	6	30	45	22	7	0	1	8
RHODE ISLAND	0	1	0	16	0	0	0	0
SOUTH CAROLINA	17	13	11	5	0	21	0	0
SOUTH DAKOTA	0	3	0	10	0	5	1	0
TENNESSEE	47	24	20	18	0	37	0	0
TEXAS	12	148	175	41	1	28	1	18
UTAH	1	4	9	0	0	1	0	0
VERMONT	5	0	1	0	1	2	5	0
VIRGINIA	23	15	15	1	0	58	0	3
WASHINGTON	36	17	20	0	0	6	0	0
WEST VIRGINIA	0	9	5	2	0	13	1	0
WISCONSIN	9	2	6	0	0	2	0	0
WYOMING	6	7	0	2	0	0	0	0
AMERICAN SAMOA	1	0	2	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	4	1	3	0	0	0	0	0
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	4	0	0
U.S. AND INSULAR AREAS	797	844	1,189	384	286	896	100	39
50 STATES, D.C. & P.R.	792	843	1,178	384	286	892	100	39

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	36.92	13.85	20.00	0.00	0.00	29.23	0.00	0.00
ALASKA	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.76	36.51	9.52	23.81	0.00	25.40	0.00	0.00
ARKANSAS	17.65	26.47	8.82	11.76	0.00	35.29	0.00	0.00
CALIFORNIA	13.40	6.40	50.80	1.60	1.00	26.80	0.00	0.00
COLORADO	13.04	60.87	15.22	2.17	0.00	8.70	0.00	0.00
CONNECTICUT	12.50	20.00	2.50	7.50	37.50	0.00	20.00	0.00
DELAWARE	24.00	68.00	8.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	15.13	16.45	36.84	4.61	0.00	26.97	0.00	0.00
GEORGIA	7.53	19.35	12.90	19.35	0.00	40.86	0.00	0.00
HAWAII	29.41	5.88	35.29	29.41	0.00	0.00	0.00	0.00
IDAHO	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	4.96	9.93	60.99	3.55	0.71	19.15	0.71	0.00
INDIANA	10.53	12.28	35.09	22.81	0.00	19.30	0.00	0.00
IOWA	21.57	45.10	21.57	0.00	.	11.76	0.00	0.00
KANSAS	12.50	14.58	0.00	0.00	0.00	72.92	0.00	0.00
KENTUCKY	5.36	30.36	3.57	0.00	0.00	60.71	0.00	0.00
LOUISIANA	15.09	17.92	22.64	0.00	0.00	44.34	0.00	0.00
MAINE	31.25	31.25	0.00	6.25	0.00	31.25	0.00	0.00
MARYLAND	31.94	16.67	11.11	2.78	0.00	33.33	4.17	0.00
MASSACHUSETTS	42.20	13.76	22.94	6.42	8.26	0.00	3.67	2.75
MICHIGAN	33.89	32.78	11.11	22.22	.	0.00	0.00	0.00
MINNESOTA	8.33	70.83	10.42	6.25	.	4.17	.	0.00
MISSISSIPPI	4.55	27.27	27.27	1.52	0.00	39.39	0.00	0.00
MISSOURI	35.76	15.89	5.30	1.32	1.32	40.40	0.00	0.00
MONTANA	20.00	6.67	40.00	6.67	0.00	26.67	0.00	0.00
NEBRASKA	56.25	6.25	6.25	0.00	0.00	31.25	0.00	0.00
NEVADA	23.08	7.69	69.23	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	33.33	0.00	9.52	42.86	0.00	0.00	14.29	0.00
NEW JERSEY	2.41	10.84	20.48	54.22	12.05	0.00	0.00	0.00
NEW MEXICO	11.76	11.76	35.29	0.00	0.00	41.18	0.00	0.00
NEW YORK	5.12	9.80	20.27	14.70	44.99	4.23	0.00	0.89
NORTH CAROLINA	20.88	15.38	1.10	1.10	0.00	61.54	0.00	0.00
NORTH DAKOTA	44.44	22.22	0.00	0.00	.	33.33	.	.
OHIO	18.99	7.82	49.16	3.35	0.00	19.55	.	1.12
OKLAHOMA	31.43	17.14	22.86	2.86	0.00	25.71	0.00	0.00
OREGON	37.80	14.63	10.98	0.00	1.22	32.93	1.22	1.22
PENNSYLVANIA	29.63	11.93	14.81	1.23	13.17	0.00	29.22	0.00
PUERTO RICO	5.04	25.21	37.82	18.49	5.88	0.00	0.84	6.72
RHODE ISLAND	0.00	5.88	0.00	94.12	0.00	0.00	0.00	0.00
SOUTH CAROLINA	25.37	19.40	16.42	7.46	0.00	31.34	0.00	0.00
SOUTH DAKOTA	0.00	15.79	0.00	52.63	0.00	26.32	5.26	0.00
TENNESSEE	32.19	16.44	13.70	12.33	0.00	25.34	0.00	0.00
TEXAS	2.83	34.91	41.27	9.67	0.24	6.60	0.24	4.25
UTAH	6.67	26.67	60.00	0.00	0.00	6.67	0.00	0.00
VERMONT	35.71	0.00	7.14	0.00	7.14	14.29	35.71	0.00
VIRGINIA	20.00	13.04	13.04	0.87	0.00	50.43	0.00	2.61
WASHINGTON	45.57	21.52	25.32	0.00	0.00	7.59	0.00	0.00
WEST VIRGINIA	0.00	30.00	16.67	6.67	0.00	43.33	3.33	0.00
WISCONSIN	47.37	10.53	31.58	0.00	0.00	10.53	0.00	0.00
WYOMING	40.00	46.67	0.00	13.33	0.00	0.00	0.00	0.00
AMERICAN SAMOA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	50.00	12.50	37.50	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
U.S. AND INSULAR AREAS	17.57	18.61	26.22	8.47	6.31	19.76	2.21	0.86
50 STATES, D.C. & P.R.	17.55	18.68	26.10	8.51	6.34	19.76	2.22	0.86

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16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1	5	97	21	0	22	1	6
ALASKA	10	6	36	0	0	0	0	1
ARIZONA	3	14	84	56	27	7	0	0
ARKANSAS	4	5	16	0	7	2	2	2
CALIFORNIA	24	4	672	165	86	0	0	0
COLORADO	11	34	202	47	0	12	2	4
CONNECTICUT	3	17	39	38	21	0	14	2
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	17	2	0	0
FLORIDA	.	.	.	.	0	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	33	0	0	0	0	0
IDAHO	0	2	8	0	1	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	23	113	0	1	6	0
IOWA	0	0	115	12	.	7	9	0
KANSAS	3	6	29	15	2	51	2	2
KENTUCKY	1	6	47	40	10	8	0	2
LOUISIANA	0	2	51	33	0	25	0	4
MAINE	4	17	47	4	5	13	6	1
MARYLAND	18	18	67	273	26	12	17	5
MASSACHUSETTS	72	23	39	11	14	0	7	16
MICHIGAN	4	3	34	288	.	2	1	7
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	1	17	1	1	10	0	1
MISSOURI	4	8	12	34	2	17	4	0
MONTANA	4	8	24	2	0	1	1	0
NEBRASKA	1	1	40	10	1	1	1	3
NEVADA	1	0	8	23	0	0	0	0
NEW HAMPSHIRE	6	0	7	2	11	2	4	1
NEW JERSEY	11	44	47	312	289	101	14	20
NEW MEXICO	2	11	51	0	0	5	0	3
NEW YORK	4	57	284	577	342	37	125	43
NORTH CAROLINA	2	10	42	39	5	69	19	3
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	10	25	594	1,396	1	8	.	12
OKLAHOMA	1	0	68	25	0	61	0	8
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	5	9	0	0	0	0
PUERTO RICO	0	1	26	7	2	3	2	214
RHODE ISLAND	1	0	4	0	3	0	1	0
SOUTH CAROLINA	0	3	20	7	0	16	0	1
SOUTH DAKOTA	1	8	9	4	9	15	32	0
TENNESSEE	1	4	177	13	24	10	0	4
TEXAS	23	289	99	22	60	11	1	13
UTAH	3	1	55	148	0	0	0	3
VERMONT	2	2	23	5	0	0	1	2
VIRGINIA	3	9	103	8	3	48	14	3
WASHINGTON	9	23	186	5	3	0	0	6
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	75	239	659	49	0	64	1	2
WYOMING	0	0	0	0	0	15	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	4	9	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	2	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	5	0	0	0	5
BUR. OF INDIAN AFFAIRS	0	1	9	0	0	0	12	0
U.S. AND INSULAR AREAS	323	910	4,214	3,831	972	658	299	400
50 STATES, D.C. & P.R.	323	906	4,199	3,817	972	658	287	394

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	0.65	3.27	63.40	13.73	0.00	14.38	0.65	3.92
ALASKA	18.87	11.32	67.92	0.00	0.00	0.00	0.00	1.89
ARIZONA	1.57	7.33	43.98	29.32	14.14	3.66	0.00	0.00
ARKANSAS	10.53	13.16	42.11	0.00	18.42	5.26	5.26	5.26
CALIFORNIA	2.52	0.42	70.66	17.35	9.04	0.00	0.00	0.00
COLORADO	3.53	10.90	64.74	15.06	0.00	3.85	0.64	1.28
CONNECTICUT	2.24	12.69	29.10	28.36	15.67	0.00	10.45	1.49
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	13.64	77.27	9.09	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	18.18	72.73	0.00	9.09	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	16.08	79.02	0.00	0.70	4.20	0.00
IOWA	0.00	0.00	80.42	8.39	.	4.90	6.29	0.00
KANSAS	2.73	5.45	26.36	13.64	1.82	46.36	1.82	1.82
KENTUCKY	0.88	5.26	41.23	35.09	8.77	7.02	0.00	1.75
LOUISIANA	0.00	1.74	44.35	28.70	0.00	21.74	0.00	3.48
MAINE	4.12	17.53	48.45	4.12	5.15	13.40	6.19	1.03
MARYLAND	4.13	4.13	15.37	62.61	5.96	2.75	3.90	1.15
MASSACHUSETTS	39.56	12.64	21.43	6.04	7.69	0.00	3.85	8.79
MICHIGAN	1.18	0.88	10.03	84.96	.	0.59	0.29	2.06
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	3.23	54.84	3.23	3.23	32.26	0.00	3.23
MISSOURI	4.94	9.88	14.81	41.98	2.47	20.99	4.94	0.00
MONTANA	10.00	20.00	60.00	5.00	0.00	2.50	2.50	0.00
NEBRASKA	1.72	1.72	68.97	17.24	1.72	1.72	1.72	5.17
NEVADA	3.13	0.00	25.00	71.88	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	18.18	0.00	21.21	6.06	33.33	6.06	12.12	3.03
NEW JERSEY	1.31	5.25	5.61	37.23	34.49	12.05	1.67	2.39
NEW MEXICO	2.78	15.28	70.83	0.00	0.00	6.94	0.00	4.17
NEW YORK	0.27	3.88	19.33	39.28	23.28	2.52	8.51	2.93
NORTH CAROLINA	1.06	5.29	22.22	20.63	2.65	36.51	10.05	1.59
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.49	1.22	29.03	68.23	0.05	0.39	.	0.59
OKLAHOMA	0.61	0.00	41.72	15.34	0.00	37.42	0.00	4.91
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.00	0.00	35.71	64.29	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.39	10.20	2.75	0.78	1.18	0.78	83.92
RHODE ISLAND	11.11	0.00	44.44	0.00	33.33	0.00	11.11	0.00
SOUTH CAROLINA	0.00	6.38	42.55	14.89	0.00	34.04	0.00	2.13
SOUTH DAKOTA	1.28	10.26	11.54	5.13	11.54	19.23	41.03	0.00
TENNESSEE	0.43	1.72	75.97	5.58	10.30	4.29	0.00	1.72
TEXAS	4.44	55.79	19.11	4.25	11.58	2.12	0.19	2.51
UTAH	1.43	0.48	26.19	70.48	0.00	0.00	0.00	1.43
VERMONT	5.71	5.71	65.71	14.29	0.00	0.00	2.86	5.71
VIRGINIA	1.57	4.71	53.93	4.19	1.57	25.13	7.33	1.57
WASHINGTON	3.88	9.91	80.17	2.16	1.29	0.00	0.00	2.59
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	6.89	31.95	60.51	4.50	0.00	5.88	0.09	0.18
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	6.67	26.67	60.00	0.00	0.00	0.00	6.67
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	9.09	45.45	0.00	0.00	0.00	45.45
BUR. OF INDIAN AFFAIRS	0.00	4.55	40.91	0.00	0.00	0.00	54.55	0.00
U.S. AND INSULAR AREAS	2.78	7.84	36.31	33.01	8.37	5.67	2.58	3.45
50 STATES, D.C. & P.R.	2.80	7.84	36.34	33.03	8.41	5.69	2.48	3.41

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNF1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	16	5	5	1	0	0	0	3
ALASKA	1	0	2	0	0	0	0	0
ARIZONA	2	7	24	8	5	0	0	2
ARKANSAS	1	3	4	0	1	0	0	0
CALIFORNIA	111	47	418	100	3	0	0	0
COLORADO	16	16	12	1	0	0	0	0
CONNECTICUT	6	2	1	1	0	0	0	1
DELAWARE	1	7	0	18	0	0	0	7
DISTRICT OF COLUMBIA	0	0	0	15	0	0	0	0
FLORIDA	17	24	92	42	0	0	0	14
GEORGIA	6	18	30	0	0	0	1	1
HAWAII	0	0	13	1	0	0	0	0
IDAHO	1	1	5	0	0	0	0	0
ILLINOIS	7	15	89	91	21	22	7	5
INDIANA	8	1	16	16	0	0	0	0
IOWA	8	28	10	0	.	1	0	56
KANSAS	6	4	3	4	0	0	0	2
KENTUCKY	4	7	10	0	0	0	0	1
LOUISIANA	11	16	47	9	0	15	0	0
MAINE	7	4	1	0	0	0	0	0
MARYLAND	8	5	13	2	0	0	0	0
MASSACHUSETTS	36	12	20	5	7	0	3	3
MICHIGAN	102	95	120	30	.	0	0	5
MINNESOTA	6	22	6	2	.	4	.	0
MISSISSIPPI	8	25	38	4	0	0	1	13
MISSOURI	34	14	6	52	0	0	0	6
MONTANA	3	1	6	0	0	0	0	0
NEBRASKA	4	2	4	0	0	0	0	1
NEVADA	1	10	0	2	0	0	0	0
NEW HAMPSHIRE	2	2	1	0	0	0	0	1
NEW JERSEY	2	7	0	25	24	0	0	2
NEW MEXICO	10	10	16	0	0	0	0	0
NEW YORK	15	26	34	21	39	0	0	7
NORTH CAROLINA	24	7	19	8	0	0	1	5
NORTH DAKOTA	4	1	0	0	0	.	2	.
OHIO	38	9	102	15	1	0	.	234
OKLAHOMA	8	3	3	0	0	0	0	0
OREGON	22	14	22	1	0	0	0	2
PENNSYLVANIA	7	9	94	65	15	0	5	6
PUERTO RICO	11	7	11	3	20	0	0	7
RHODE ISLAND	0	2	7	0	4	0	1	0
SOUTH CAROLINA	9	24	18	3	0	0	1	1
SOUTH DAKOTA	1	1	0	0	0	0	8	0
TENNESSEE	19	16	31	4	1	0	0	10
TEXAS	14	189	77	7	3	2	1	5
UTAH	0	2	7	4	0	0	0	1
VERMONT	7	0	1	0	0	0	0	1
VIRGINIA	9	1	21	3	1	0	1	0
WASHINGTON	31	9	11	0	0	0	0	0
WEST VIRGINIA	0	9	17	1	0	4	0	0
WISCONSIN	9	2	4	0	0	0	0	0
WYOMING	24	5	2	0	0	1	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	5	2	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	702	748	1,494	564	145	49	33	402
50 STATES, D.C. & P.R.	697	746	1,493	564	145	49	33	402

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	53.33	16.67	16.67	3.33	0.00	0.00	0.00	10.00
ALASKA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.17	14.58	50.00	16.67	10.42	0.00	0.00	4.17
ARKANSAS	11.11	33.33	44.44	0.00	11.11	0.00	0.00	0.00
CALIFORNIA	16.35	6.92	61.56	14.73	0.44	0.00	0.00	0.00
COLORADO	35.56	35.56	26.67	2.22	0.00	0.00	0.00	0.00
CONNECTICUT	54.55	18.18	9.09	9.09	0.00	0.00	0.00	9.09
DELAWARE	3.03	21.21	0.00	54.55	0.00	0.00	0.00	21.21
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	8.99	12.70	48.68	22.22	0.00	0.00	0.00	7.41
GEORGIA	10.71	32.14	53.57	0.00	0.00	0.00	1.79	1.79
HAWAII	0.00	0.00	92.86	7.14	0.00	0.00	0.00	0.00
IDAHO	14.29	14.29	71.43	0.00	0.00	0.00	0.00	0.00
ILLINOIS	2.72	5.84	34.63	35.41	8.17	8.56	2.72	1.95
INDIANA	19.51	2.44	39.02	39.02	0.00	0.00	0.00	0.00
IOWA	7.77	27.18	9.71	0.00	.	0.97	0.00	54.37
KANSAS	31.58	21.05	15.79	21.05	0.00	0.00	0.00	10.53
KENTUCKY	18.18	31.82	45.45	0.00	0.00	0.00	0.00	4.55
LOUISIANA	11.22	16.33	47.96	9.18	0.00	15.31	0.00	0.00
MAINE	58.33	33.33	8.33	0.00	0.00	0.00	0.00	0.00
MARYLAND	28.57	17.86	46.43	7.14	0.00	0.00	0.00	0.00
MASSACHUSETTS	41.86	13.95	23.26	5.81	8.14	0.00	3.49	3.49
MICHIGAN	28.98	26.99	34.09	8.52	.	0.00	0.00	1.42
MINNESOTA	15.00	55.00	15.00	5.00	.	10.00	.	0.00
MISSISSIPPI	8.99	28.09	42.70	4.49	0.00	0.00	1.12	14.61
MISSOURI	30.36	12.50	5.36	46.43	0.00	0.00	0.00	5.36
MONTANA	30.00	10.00	60.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	36.36	18.18	36.36	0.00	0.00	0.00	0.00	9.09
NEVADA	7.69	76.92	0.00	15.38	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	33.33	33.33	16.67	0.00	0.00	0.00	0.00	16.67
NEW JERSEY	3.33	11.67	0.00	41.67	40.00	0.00	0.00	3.33
NEW MEXICO	27.78	27.78	44.44	0.00	0.00	0.00	0.00	0.00
NEW YORK	10.56	18.31	23.94	14.79	27.46	0.00	0.00	4.93
NORTH CAROLINA	37.50	10.94	29.69	12.50	0.00	0.00	1.56	7.81
NORTH DAKOTA	57.14	14.29	0.00	0.00	0.00	.	28.57	.
OHIO	9.52	2.26	25.56	3.76	0.25	0.00	.	58.65
OKLAHOMA	57.14	21.43	21.43	0.00	0.00	0.00	0.00	0.00
OREGON	36.07	22.95	36.07	1.64	0.00	0.00	0.00	3.28
PENNSYLVANIA	3.48	4.48	46.77	32.34	7.46	0.00	2.49	2.99
PUERTO RICO	18.64	11.86	18.64	5.08	33.90	0.00	0.00	11.86
RHODE ISLAND	0.00	14.29	50.00	0.00	28.57	0.00	7.14	0.00
SOUTH CAROLINA	16.07	42.86	32.14	5.36	0.00	0.00	1.79	1.79
SOUTH DAKOTA	10.00	10.00	0.00	0.00	0.00	0.00	80.00	0.00
TENNESSEE	23.46	19.75	38.27	4.94	1.23	0.00	0.00	12.35
TEXAS	4.70	63.42	25.84	2.35	1.01	0.67	0.34	1.68
UTAH	0.00	14.29	50.00	28.57	0.00	0.00	0.00	7.14
VERMONT	77.78	0.00	11.11	0.00	0.00	0.00	0.00	11.11
VIRGINIA	25.00	2.78	58.33	8.33	2.78	0.00	2.78	0.00
WASHINGTON	60.78	17.65	21.57	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	29.03	54.84	3.23	0.00	12.90	0.00	0.00
WISCONSIN	60.00	13.33	26.67	0.00	0.00	0.00	0.00	0.00
WYOMING	72.73	15.15	6.06	0.00	0.00	3.03	3.03	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	62.50	25.00	12.50	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16.97	18.08	36.11	13.63	3.50	1.18	0.80	9.72
50 STATES, D.C. & P.R.	16.88	18.07	36.16	13.66	3.51	1.19	0.80	9.74

DATA AS OF OCTOBER 1, 1992.

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16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	11	5	5	0	0	0	1	10
ALASKA	2	4	4	0	0	0	0	0
ARIZONA	0	0	1	0	0	0	0	2
ARKANSAS	7	9	5	0	1	0	1	2
CALIFORNIA	157	52	258	44	43	0	0	0
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	7	2	1	5	3	0	4	3
DELAWARE	2	9	3	6	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	8	0	0	0
FLORIDA	2	0	31	28	0	23	0	90
GEORGIA	4	15	8	0	0	0	0	3
HAWAII	3	2	5	0	0	0	0	1
IDAHO	6	6	1	0	0	0	0	1
ILLINOIS	2	4	26	20	14	0	3	63
INDIANA	0	0	12	23	0	0	0	0
IOWA	0	0	0	0	.	0	0	0
KANSAS	3	1	4	1	0	1	0	1
KENTUCKY	6	2	1	0	1	0	0	2
LOUISIANA	20	13	69	12	0	1	2	8
MAINE	8	7	2	0	0	0	0	2
MARYLAND	9	6	6	12	4	0	15	4
MASSACHUSETTS	46	15	25	7	9	0	4	3
MICHIGAN	10	9	44	111	.	0	0	3
MINNESOTA	5	18	9	2	.	1	.	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	10	6	2	4	0	0	0	14
MONTANA	5	0	4	0	0	0	0	0
NEBRASKA	3	4	9	0	0	1	1	7
NEVADA	0	0	0	0	0	0	0	3
NEW HAMPSHIRE	8	6	1	2	0	0	2	0
NEW JERSEY	2	10	2	9	0	0	0	16
NEW MEXICO	3	3	2	0	0	0	0	1
NEW YORK	15	45	43	187	56	5	36	17
NORTH CAROLINA	44	31	45	26	0	0	2	8
NORTH DAKOTA	3	2	1	0	.	.	3	2
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	2	2	2	1	1	0	0	2
OREGON	22	22	25	1	1	0	2	4
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	5	12	18	12	1	2	0	43
RHODE ISLAND	3	1	0	0	5	0	0	18
SOUTH CAROLINA	0	2	7	1	0	1	0	0
SOUTH DAKOTA	1	1	2	0	0	0	6	1
TENNESSEE	27	13	27	2	4	2	0	63
TEXAS	39	507	193	3	11	2	3	12
UTAH	2	8	9	0	0	0	0	0
VERMONT	7	1	2	0	0	0	2	2
VIRGINIA	7	11	25	14	1	2	4	0
WASHINGTON	46	57	73	4	0	0	0	1
WEST VIRGINIA	0	0	12	1	0	0	3	3
WISCONSIN	5	1	13	0	0	0	0	1
WYOMING	33	29	3	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	8	2	0	0	1	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	2
U.S. AND INSULAR AREAS	610	955	1,040	539	164	42	94	419
50 STATES, D.C. & P.R.	602	953	1,040	539	163	42	94	417

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	34.38	15.63	15.63	0.00	0.00	0.00	3.13	31.25
ALASKA	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	33.33	0.00	0.00	0.00	0.00	66.67
ARKANSAS	28.00	36.00	20.00	0.00	4.00	0.00	4.00	8.00
CALIFORNIA	28.34	9.39	46.57	7.94	7.76	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	28.00	8.00	4.00	20.00	12.00	0.00	16.00	12.00
DELAWARE	10.00	45.00	15.00	30.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	11.11	88.89	0.00	0.00	0.00
FLORIDA	1.15	0.00	17.82	16.09	0.00	13.22	0.00	51.72
GEORGIA	13.33	50.00	26.67	0.00	0.00	0.00	0.00	10.00
HAWAII	27.27	18.18	45.45	0.00	0.00	0.00	0.00	9.09
IDAHO	42.86	42.86	7.14	0.00	0.00	0.00	0.00	7.14
ILLINOIS	1.52	3.03	19.70	15.15	10.61	0.00	2.27	47.73
INDIANA	0.00	0.00	34.29	65.71	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	27.27	9.09	36.36	9.09	0.00	9.09	0.00	9.09
KENTUCKY	50.00	16.67	8.33	0.00	8.33	0.00	0.00	16.67
LOUISIANA	16.00	10.40	55.20	9.60	0.00	0.80	1.60	6.40
MAINE	42.11	36.84	10.53	0.00	0.00	0.00	0.00	10.53
MARYLAND	16.07	10.71	10.71	21.43	7.14	0.00	26.79	7.14
MASSACHUSETTS	42.20	13.76	22.94	6.42	8.26	0.00	3.67	2.75
MICHIGAN	5.65	5.08	24.86	62.71	.	0.00	0.00	1.69
MINNESOTA	13.89	50.00	25.00	5.56	.	2.78	.	2.78
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	27.78	16.67	5.56	11.11	0.00	0.00	0.00	38.89
MONTANA	55.56	0.00	44.44	0.00	0.00	0.00	0.00	0.00
NEBRASKA	12.00	16.00	36.00	0.00	0.00	4.00	4.00	28.00
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	42.11	31.58	5.26	10.53	0.00	0.00	10.53	0.00
NEW JERSEY	5.13	25.64	5.13	23.08	0.00	0.00	0.00	41.03
NEW MEXICO	33.33	33.33	22.22	0.00	0.00	0.00	0.00	11.11
NEW YORK	3.71	11.14	10.64	46.29	13.86	1.24	8.91	4.21
NORTH CAROLINA	28.21	19.87	28.85	16.67	0.00	0.00	1.28	5.13
NORTH DAKOTA	27.27	18.18	9.09	0.00	.	.	27.27	18.18
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	20.00	20.00	20.00	10.00	10.00	0.00	0.00	20.00
OREGON	28.57	28.57	32.47	1.30	1.30	0.00	2.60	5.19
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	5.38	12.90	19.35	12.90	1.08	2.15	0.00	46.24
RHODE ISLAND	11.11	3.70	0.00	0.00	18.52	0.00	0.00	66.67
SOUTH CAROLINA	0.00	18.18	63.64	9.09	0.00	9.09	0.00	0.00
SOUTH DAKOTA	9.09	9.09	18.18	0.00	0.00	0.00	54.55	9.09
TENNESSEE	19.57	9.42	19.57	1.45	2.90	1.45	0.00	45.65
TEXAS	5.06	65.84	25.06	0.39	1.43	0.26	0.39	1.56
UTAH	10.53	42.11	47.37	0.00	0.00	0.00	0.00	0.00
VERMONT	50.00	7.14	14.29	0.00	0.00	0.00	14.29	14.29
VIRGINIA	10.94	17.19	39.06	21.88	1.56	3.13	6.25	0.00
WASHINGTON	25.41	31.49	40.33	2.21	0.00	0.00	0.00	0.55
WEST VIRGINIA	0.00	0.00	63.16	5.26	0.00	0.00	15.79	15.79
WISCONSIN	25.00	5.00	65.00	0.00	0.00	0.00	0.00	5.00
WYOMING	50.00	43.94	4.55	0.00	0.00	1.52	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	72.73	18.18	0.00	0.00	9.09	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
U.S. AND INSULAR AREAS	15.79	24.72	26.92	13.95	4.25	1.09	2.43	10.85
50 STATES, D.C. & P.R.	15.64	24.75	27.01	14.00	4.23	1.09	2.44	10.83

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXHP1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	-NUMBER-							
ALABAMA	12	4	2	0	0	11	0	0
ALASKA	0	4	1	0	0	0	0	0
ARIZONA	2	9	7	11	0	11	0	0
ARKANSAS	2	1	2	0	0	14	0	0
CALIFORNIA	35	14	106	9	2	25	0	0
COLORADO	7	2	3	0	0	2	0	0
CONNECTICUT	1	5	5	16	3	0	8	1
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	0	0	0	0	0	0
FLORIDA	17	6	13	2	0	0	0	0
GEORGIA	7	4	1	0	0	30	0	0
HAWAII	3	2	1	0	0	0	0	0
IDAHO	2	0	0	0	0	0	0	0
ILLINOIS	3	17	22	2	2	36	0	0
INDIANA	5	21	0	12	0	6	0	0
IOWA	2	1	1	0	.	16	0	0
KANSAS	6	1	0	3	0	3	0	0
KENTUCKY	8	4	0	0	0	23	0	0
LOUISIANA	9	2	12	0	0	9	0	1
MAINE	4	1	1	0	0	0	0	0
MARYLAND	10	3	3	15	1	23	0	0
MASSACHUSETTS	19	6	11	3	4	0	2	1
MICHIGAN	26	11	13	30	.	0	1	0
MINNESOTA	3	9	1	0	.	1	.	1
MISSISSIPPI	1	2	3	0	0	10	0	1
MISSOURI	16	2	0	0	0	6	0	6
MONTANA	6	1	0	0	0	0	0	0
NEBRASKA	4	3	1	0	0	2	0	1
NEVADA	0	0	3	0	0	0	0	0
NEW HAMPSHIRE	0	0	1	4	0	0	3	0
NEW JERSEY	3	12	0	2	1	0	0	0
NEW MEXICO	0	1	2	0	0	2	0	0
NEW YORK	10	35	22	14	23	20	0	1
NORTH CAROLINA	20	8	5	0	0	13	0	0
NORTH DAKOTA	3	0	0	0	.	0	.	.
OHIO	22	11	11	2	0	28	.	0
OKLAHOMA	2	3	0	1	0	9	0	0
OREGON	10	0	7	0	0	18	0	2
PENNSYLVANIA	46	5	1	5	30	0	34	0
PUERTO RICO	12	20	4	5	5	2	0	3
RHODE ISLAND	0	3	1	0	0	0	1	0
SOUTH CAROLINA	10	2	3	0	0	2	0	0
SOUTH DAKOTA	0	1	0	0	0	8	0	0
TENNESSEE	25	10	3	9	0	10	0	0
TEXAS	6	73	43	7	0	3	0	3
UTAH	3	3	3	0	0	0	0	0
VERMONT	1	0	1	0	0	0	0	0
VIRGINIA	23	4	5	2	0	51	0	2
WASHINGTON	16	3	2	0	0	0	0	0
WEST VIRGINIA	1	3	0	0	0	19	0	0
WISCONSIN	6	2	0	0	0	3	1	0
WYOMING	49	31	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	1	3	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	5	0	0
U.S. AND INSULAR AREAS	481	368	328	154	71	421	50	23
50 STATES, D.C. & P.R.	480	365	326	154	71	416	50	23

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41.38	13.79	6.90	0.00	0.00	37.93	0.00	0.00
ALASKA	0.00	80.00	20.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.00	22.50	17.50	27.50	0.00	27.50	0.00	0.00
ARKANSAS	10.53	5.26	10.53	0.00	0.00	73.68	0.00	0.00
CALIFORNIA	18.32	7.33	55.50	4.71	1.05	13.09	0.00	0.00
COLORADO	50.00	14.29	21.43	0.00	0.00	14.29	0.00	0.00
CONNECTICUT	2.56	12.82	12.82	41.03	7.69	0.00	20.51	2.56
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	44.74	15.79	34.21	5.26	0.00	0.00	0.00	0.00
GEORGIA	16.67	9.52	2.38	0.00	0.00	71.43	0.00	0.00
HAWAII	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	3.66	20.73	26.83	2.44	2.44	43.90	0.00	0.00
INDIANA	11.36	47.73	0.00	27.27	0.00	13.64	0.00	0.00
IOWA	10.00	5.00	5.00	0.00	.	80.00	0.00	0.00
KANSAS	46.15	7.69	0.00	23.08	0.00	23.08	0.00	0.00
KENTUCKY	22.86	11.43	0.00	0.00	0.00	65.71	0.00	0.00
LOUISIANA	27.27	6.06	36.36	0.00	0.00	27.27	0.00	3.03
MAINE	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
MARYLAND	18.18	5.45	5.45	27.27	1.82	41.82	0.00	0.00
MASSACHUSETTS	41.30	13.04	23.91	6.52	8.70	0.00	4.35	2.17
MICHIGAN	32.10	13.58	16.05	37.04	.	0.00	1.23	0.00
MINNESOTA	20.00	60.00	6.67	0.00	.	6.67	.	6.67
MISSISSIPPI	5.88	11.76	17.65	0.00	0.00	58.82	0.00	5.88
MISSOURI	53.33	6.67	0.00	0.00	0.00	20.00	0.00	20.00
MONTANA	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	36.36	27.27	9.09	0.00	0.00	18.18	0.00	9.09
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	12.50	50.00	0.00	0.00	37.50	0.00
NEW JERSEY	16.67	66.67	0.00	11.11	5.56	0.00	0.00	0.00
NEW MEXICO	0.00	20.00	40.00	0.00	0.00	40.00	0.00	0.00
NEW YORK	8.00	28.00	17.60	11.20	18.40	16.00	0.00	0.80
NORTH CAROLINA	43.48	17.39	10.87	0.00	0.00	28.26	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	.	0.00	.	.
OHIO	29.73	14.86	14.86	2.70	0.00	37.84	.	0.00
OKLAHOMA	13.33	20.00	0.00	6.67	0.00	60.00	0.00	0.00
OREGON	27.03	0.00	18.92	0.00	0.00	48.65	0.00	5.41
PENNSYLVANIA	38.02	4.13	0.83	4.13	24.79	0.00	28.10	0.00
PUERTO RICO	23.53	39.22	7.84	9.80	9.80	3.92	0.00	5.88
RHODE ISLAND	0.00	60.00	20.00	0.00	0.00	0.00	20.00	0.00
SOUTH CAROLINA	58.82	11.76	17.65	0.00	0.00	11.76	0.00	0.00
SOUTH DAKOTA	0.00	11.11	0.00	0.00	0.00	88.89	0.00	0.00
TENNESSEE	43.86	17.54	5.26	15.79	0.00	17.54	0.00	0.00
TEXAS	4.44	54.07	31.85	5.19	0.00	2.22	0.00	2.22
UTAH	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
VERMONT	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	26.44	4.60	5.75	2.30	0.00	58.62	0.00	2.30
WASHINGTON	76.19	14.29	9.52	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	4.35	13.04	0.00	0.00	0.00	82.61	0.00	0.00
WISCONSIN	50.00	16.67	0.00	0.00	0.00	25.00	8.33	0.00
WYOMING	61.25	38.75	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
U.S. AND INSULAR AREAS	25.37	19.41	17.30	8.12	3.74	22.20	2.64	1.21
50 STATES, D.C. & P.R.	25.46	19.36	17.29	8.17	3.77	22.07	2.65	1.22

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP) DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	3	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	0	0	18	3	2	8	0	0
COLORADO	0	1	8	8	0	2	0	1
CONNECTICUT	0	0	0	0	2	0	0	0
DELAWARE	0	1	0	3	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	0	0	2	3	0	0	0	1
GEORGIA	0	0	2	0	0	0	0	0
HAWAII	0	0	8	0	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	1	0	0	11	1	0
INDIANA	0	0	3	4	0	0	0	0
IOWA	0	0	0	0	.	3	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	2	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	2	0	10	0	0
MASSACHUSETTS	3	1	2	0	1	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	.	0	.	0
MISSISSIPPI	0	0	0	0	0	2	0	0
MISSOURI	0	0	4	2	0	9	0	0
MONTANA	0	0	1	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	1	0	0	2	17	0	0
NEW MEXICO	0	1	2	0	0	0	0	4
NEW YORK	0	0	0	0	6	0	0	0
NORTH CAROLINA	0	0	0	0	0	6	1	0
NORTH DAKOTA	.	.	.	.	.	0	.	.
OHIO	0	0	0	0	0	0	.	1
OKLAHOMA	0	0	1	0	0	1	0	0
OREGON	0	0	1	0	0	0	0	0
PENNSYLVANIA	1	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	8	1	0	0	1
RHODE ISLAND	0	0	0	0	1	0	1	0
SOUTH CAROLINA	0	0	1	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	4	0	0
TENNESSEE	0	1	0	0	0	1	0	0
TEXAS	0	8	8	1	0	1	0	1
UTAH	0	0	0	12	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	3	0	0
WASHINGTON	0	0	2	0	0	0	0	0
WEST VIRGINIA	0	0	0	1	0	4	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	4	14	67	51	15	88	3	9
50 STATES, D.C. & P.R.	4	14	64	50	15	88	3	9

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL CNTL(LBXXNP1A)
16OCT92

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	0.00	0.00	58.06	9.68	6.45	25.81	0.90	0.00
COLORADO	0.00	5.00	40.00	40.00	0.00	10.00	0.00	5.00
CONNECTICUT	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
DELAWARE	0.00	25.00	0.00	75.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	33.33	50.00	0.00	0.00	0.00	16.67
GEORGIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	7.69	0.00	0.00	84.62	7.69	0.00
INDIANA	0.00	0.00	42.86	57.14	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	0.00	0.00	0.00	16.67	0.00	83.33	0.00	0.00
MASSACHUSETTS	42.86	14.29	28.57	0.00	14.29	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSOURI	0.00	0.00	26.67	13.33	0.00	60.00	0.00	0.00
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	5.00	0.00	0.00	10.00	85.00	0.00	0.00
NEW MEXICO	0.00	14.29	28.57	0.00	0.00	0.00	0.00	57.14
NEW YORK	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00	85.71	14.29	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.00	0.00	0.00	0.00	0.00	0.00	.	100.00
OKLAHOMA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	80.00	10.00	0.00	0.00	10.00
RHODE ISLAND	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TENNESSEE	0.00	50.00	0.00	0.00	0.00	50.00	0.00	0.00
TEXAS	0.00	42.11	42.11	5.26	0.00	5.26	0.00	5.26
UTAH	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WASHINGTON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	20.00	0.00	80.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMO.	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1.59	5.58	26.69	20.32	5.98	35.06	1.20	3.59
50 STATES, D.C. & P.R.	1.62	5.67	25.91	20.24	6.07	35.63	1.21	3.64

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
16OCT92

TABLE AB7

NUMBER OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47,391	22,212	22,396	786	42	56	61	1	308
ALASKA	5,228	3,993	1,615	72	11	0	1	10	16
ARIZONA	5,478	34,221	13,570	1,262	417	0	455	33	95
ARKANSAS	20,620	17,860	5,216	78	283	0	184	84	96
CALIFORNIA	126,991	191,390	130,831	8,982	6,983	0	0	0	0
COLORADO	13,461	29,525	8,093	478	12	14	444	0	138
CONNECTICUT	30,912	10,917	13,945	1,780	1,718	18	684	9	371
DELAWARE	4,482	5,081	1,601	42	1	0	2	1	13
DISTRICT OF COLUMBIA	995	1,426	0	0	0	0	0	19	0
FLORIDA	83,124	62,664	59,894	7,103	24	219	1	121	1,614
GEORGIA	37,670	34,376	25,106	1,794	34	33	67	4	93
HAWAII	3,906	4,316	3,089	2	21	42	55	33	37
IDAHO	12,996	5,174	2,378	328	114	16	1	0	53
ILLINOIS	65,116	74,538	53,331	3,326	55	31	15	31	873
INDIANA	42,040	35,134	26,486	973	0	36	112	0	127
IOWA	12,880	35,217	9,706	1,058	.	.	133	.	302
KANSAS	23,736	11,879	6,365	955	124	1	63	0	52
KENTUCKY	31,054	32,444	10,974	1,238	75	66	57	100	272
LOUISIANA	27,652	11,847	28,077	1,644	7	117	43	0	342
MAINE	13,930	8,710	3,104	303	223	14	25	0	563
MARYLAND	37,417	18,636	23,407	4,667	1,554	124	105	0	359
MASSACHUSETTS	87,485	20,049	21,138	2,291	0	0	0	0	1,245
MICHIGAN	72,493	41,285	37,286	2,450	.	54	221	389	403
MINNESOTA	8,722	59,563	7,176	1,836	.	1,008	.	27	311
MISSISSIPPI	18,202	19,926	14,320	360	10	19	22	11	193
MISSOURI	45,728	47,852	24,338	4,146	740	504	112	640	1,270
MONTANA	10,143	4,445	1,945	74	0	96	44	0	32
NEBRASKA	19,738	6,710	4,749	472	93	18	24	0	294
NEVADA	5,955	8,380	2,808	728	1	29	7	106	150
NEW HAMPSHIRE	9,447	4,168	3,619	3	323	0	212	0	88
NEW JERSEY	64,646	37,380	53,360	8,966	9,815	.	115	.	830
NEW MEXICO	22,199	5,365	7,822	0	62	72	0	64	228
NEW YORK	21,103	103,406	119,701	22,941	19,620	0	846	0	1,612
NORTH CAROLINA	66,256	32,138	19,234	2,570	343	28	37	0	353
NORTH DAKOTA	8,745	1,308	1,341	185	16	27	50	7	58
OHIO	74,435	46,318	57,303	4,668	11,500	285	0	285	2,217
OKLAHOMA	32,566	19,559	11,285	818	93	83	84	0	187
OREGON	29,314	11,825	2,522	108	297	9	15	.	104
PENNSYLVANIA	77,663	49,885	55,242	5,586	6	704	115	243	1,796
PUERTO RICO	1,135	15,837	10,508	1,665	782	169	62	67	1,559
RHODE ISLAND	10,593	3,167	5,429	221	494	0	92	0	136
SOUTH CAROLINA	27,093	30,027	17,645	1,818	29	340	26	276	98
SOUTH DAKOTA	1,089	10,153	680	69	94	153	212	0	27
TENNESSEE	46,597	29,304	18,125	770	549	46	23	197	943
TEXAS	17,153	220,922	85,802	5,450	132	0	1,143	89	4,996
UTAH	18,005	16,373	7,915	909	0	2	1	20	84
VERMONT	9,033	408	322	80	95	0	55	0	126
VIRGINIA	43,677	31,816	31,127	1,693	461	183	445	243	945
WASHINGTON	41,410	23,934	19,266	697	440	109	17	280	359
WEST VIRGINIA	2,601	28,220	10,076	391	38	39	15	10	127
WISCONSIN	28,207	33,076	20,799	1,086	26	4	5	4	121
WYOMING	7,235	3,989	161	49	13	143	40	.	18
AMERICAN SAMOA	289	7	24	0	0	0	0	0	0
GUAM	517	455	351	7	0	0	0	0	0
NORTHERN MARIANAS	98	88	11	0	0	0	0	0	2
PALAU	0	0	37	9	2	0	0	0	12
VIRGIN ISLANDS	124	228	875	52	3	7	22	0	22
BUR. OF INDIAN AFFAIRS	946	3,235	397	5	6	59	96	5	9
U.S. AND INSULAR AREAS	1,577,721	1,622,361	1,123,923	110,044	57,781	4,977	6,666	3,409	26,679
50 STATES, D.C. & P.R.	1,575,747	1,618,348	1,122,228	109,971	57,770	4,911	6,548	3,404	26,634

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE EIGHT EDUCATIONAL ENVIRONMENTS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
30JUL93

TABLE AB7

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	50.82	23.82	24.02	0.84	0.05	0.06	0.07	0.33
ALASKA	47.81	36.51	14.77	0.66	0.10	0.00	0.01	0.15
ARIZONA	9.87	61.66	24.45	2.27	0.75	0.00	0.82	0.17
ARKANSAS	46.51	40.28	11.76	0.18	0.64	0.00	0.42	0.22
CALIFORNIA	27.30	41.14	28.12	1.93	1.50	0.00	0.00	0.00
COLORADO	25.80	56.60	15.51	0.92	0.02	0.03	0.85	0.26
CONNECTICUT	51.23	18.09	23.11	2.95	2.85	0.03	1.13	0.61
DELAWARE	39.94	45.28	14.27	0.37	0.01	0.00	0.02	0.12
DISTRICT OF COLUMBIA	41.10	58.90	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	38.73	29.19	27.90	3.31	0.01	0.10	0.00	0.75
GEORGIA	37.98	34.66	25.32	1.81	0.03	0.03	0.07	0.09
HAWAII	34.06	37.64	26.94	0.02	0.18	0.37	0.48	0.32
IDAHO	61.71	24.57	11.29	1.56	0.54	0.08	0.00	0.25
ILLINOIS	33.01	37.78	27.03	1.69	0.03	0.02	0.01	0.44
INDIANA	40.07	33.49	25.25	0.93	0.00	0.03	0.11	0.12
IOWA	21.72	59.39	16.37	1.78	.	.	0.22	0.51
KANSAS	54.98	27.51	14.74	2.21	0.29	0.00	0.15	0.12
KENTUCKY	40.76	42.59	14.41	1.63	0.10	0.09	0.07	0.36
LOUISIANA	39.66	16.99	40.27	2.36	0.01	0.17	0.06	0.49
MAINE	51.84	32.41	11.55	1.13	0.83	0.05	0.09	2.10
MARYLAND	43.37	21.60	27.13	5.41	1.80	0.14	0.12	0.42
MASSACHUSETTS	66.17	15.16	15.99	1.73	0.00	0.00	0.00	0.94
MICHIGAN	47.01	26.78	24.18	1.59	.	0.04	0.14	0.26
MINNESOTA	11.09	75.76	9.13	2.34	.	1.28	.	0.40
MISSISSIPPI	34.31	37.56	26.99	0.68	0.02	0.04	0.04	0.36
MISSOURI	36.67	38.38	19.52	3.33	0.59	0.40	0.09	1.02
MONTANA	60.45	26.49	11.59	0.44	0.00	0.57	0.26	0.19
NEBRASKA	61.49	20.90	14.80	1.47	0.29	0.06	0.07	0.92
NEVADA	32.98	46.41	15.55	4.03	0.01	0.16	0.04	0.83
NEW HAMPSHIRE	52.89	23.34	20.26	0.02	1.81	0.00	1.19	0.49
NEW JERSEY	36.92	21.35	30.47	5.12	5.60	.	0.07	0.47
NEW MEXICO	62.10	15.01	21.88	0.00	0.17	0.20	0.00	0.64
NEW YORK	7.30	35.75	41.39	7.93	6.78	0.00	0.29	0.56
NORTH CAROLINA	54.78	26.57	15.90	2.12	0.28	0.02	0.03	0.29
NORTH DAKOTA	74.55	11.15	11.43	1.58	0.14	0.23	0.43	0.49
OHIO	37.84	23.54	29.13	2.37	5.85	0.14	0.00	1.13
OKLAHOMA	50.35	30.24	17.45	1.26	0.14	0.13	0.13	0.29
OREGON	66.33	26.76	5.71	0.24	0.67	0.02	0.03	0.24
PENNSYLVANIA	40.66	26.12	28.92	2.92	0.00	0.37	0.06	0.94
PUERTO RICO	3.58	49.93	33.13	5.25	2.47	0.53	0.20	4.92
RHODE ISLAND	52.62	15.73	26.97	1.10	2.45	0.00	0.46	0.68
SOUTH CAROLINA	35.15	38.96	22.89	2.36	0.04	0.44	0.03	0.13
SOUTH DAKOTA	8.73	81.37	5.45	0.55	0.75	1.23	1.70	0.22
TENNESSEE	48.36	30.41	18.81	0.80	0.57	0.05	0.02	0.98
TEXAS	5.11	65.83	25.57	1.62	0.04	0.00	0.34	1.49
UTAH	41.59	37.82	18.28	2.10	0.00	0.00	0.00	0.19
VERMONT	89.27	4.03	3.18	0.79	0.94	0.00	0.54	1.25
VIRGINIA	39.58	28.83	28.21	1.53	0.42	0.17	0.40	0.86
WASHINGTON	48.02	27.76	22.34	0.81	0.51	0.13	0.02	0.42
WEST VIRGINIA	6.27	67.99	24.28	0.94	0.09	0.09	0.04	0.31
WISCONSIN	33.85	39.70	24.96	1.30	0.03	0.00	0.01	0.15
WYOMING	62.11	34.25	1.38	0.42	0.11	1.23	0.34	0.15
AMERICAN SAMOA	90.31	2.19	7.50	0.00	0.00	0.00	0.00	0.00
GUAM	38.87	34.21	26.39	0.53	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	49.25	44.22	5.53	0.00	0.00	0.00	0.00	1.01
PALAU	0.00	0.00	61.67	15.00	3.33	0.00	0.00	20.00
VIRGIN ISLANDS	9.30	17.10	65.64	3.90	0.23	0.53	1.65	1.65
BUR. OF INDIAN AFFAIRS	19.90	68.06	8.35	0.11	0.13	1.24	2.02	0.19
U.S. AND INSULAR AREAS	34.83	35.81	24.81	2.43	1.28	0.11	0.15	0.59
50 STATES, D.C. & P.R.	34.85	35.79	24.82	2.43	1.28	0.11	0.14	0.59

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
30JUL93

TABLE AB8

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41,411	21,936	21,848	716	41	52	61	253
ALASKA	5,164	3,676	1,571	72	11	0	1	16
ARIZONA	4,577	33,367	12,087	1,012	397	0	453	92
ARKANSAS	17,002	17,810	5,088	78	266	0	173	95
CALIFORNIA	105,042	186,888	119,764	7,277	6,740	0	0	0
COLORADO	12,184	28,915	7,075	292	8	14	442	132
CONNECTICUT	29,096	10,510	11,367	1,546	1,606	18	680	331
DELAWARE	4,007	4,570	1,095	42	1	0	2	12
DISTRICT OF COLUMBIA	784	1,425	0	0	0	0	0	0
FLORIDA	76,174	61,868	55,944	6,330	0	212	1	1,468
GEORGIA	35,088	33,047	24,136	226	19	33	60	50
HAWAII	3,878	4,311	2,778	2	21	42	55	37
IDAHO	11,777	4,857	1,768	115	25	3	1	33
ILLINOIS	55,061	73,762	44,334	1,222	51	31	15	857
INDIANA	37,926	35,064	26,060	901	0	34	107	127
IOWA	9,988	35,078	7,707	788	.	.	133	197
KANSAS	22,089	10,669	6,167	794	42	1	63	51
KENTUCKY	23,655	30,769	10,500	1,085	17	66	57	227
LOUISIANA	24,566	11,670	25,332	1,312	6	117	43	331
MAINE	12,048	8,643	2,946	240	27	13	22	71
MARYLAND	33,693	16,301	23,055	4,425	1,291	124	104	191
MASSACHUSETTS	79,494	19,829	20,024	2,261	0	0	0	1,218
MICHIGAN	65,974	40,838	31,895	1,467	.	54	221	199
MINNESOTA	8,187	55,856	3,313	1,344	.	998	.	286
MISSISSIPPI	15,494	18,785	13,096	205	10	18	22	185
MISSOURI	45,250	47,680	24,260	4,114	720	498	112	1,270
MONTANA	9,093	4,206	1,519	71	0	96	44	30
NEBRASKA	18,189	6,589	4,208	374	69	18	24	129
NEVADA	5,440	8,307	2,187	546	1	29	7	149
NEW HAMPSHIRE	9,022	4,045	3,030	2	295	0	208	29
NEW JERSEY	57,287	37,237	48,552	7,756	8,947	.	109	799
NEW MEXICO	21,760	4,824	6,725	0	39	72	0	143
NEW YORK	18,245	102,953	114,077	18,035	7,335	0	846	1,494
NORTH CAROLINA	57,901	31,533	18,552	2,049	146	20	18	257
NORTH DAKOTA	8,287	1,267	1,044	64	6	27	42	23
OHIO	68,716	45,994	55,124	4,250	10,590	285	.	2,018
OKLAHOMA	29,287	19,231	10,102	547	72	79	73	151
OREGON	28,346	11,784	2,441	106	288	9	11	97
PENNSYLVANIA	71,846	49,289	52,231	3,700	5	695	107	174
PUERTO RICO	1,135	15,837	10,508	1,665	782	169	62	1,559
RHODE ISLAND	9,789	3,005	4,845	208	435	0	91	134
SOUTH CAROLINA	20,883	29,423	16,672	1,692	22	340	25	69
SOUTH DAKOTA	1,089	10,153	680	69	94	153	212	27
TENNESSEE	46,597	29,304	18,125	770	549	46	23	943
TEXAS	15,983	205,853	79,950	5,072	123	0	1,065	4,655
UTAH	17,860	16,372	7,700	907	0	2	1	84
VERMONT	8,779	398	254	18	43	0	55	37
VIRGINIA	39,163	31,257	27,814	1,164	430	174	443	121
WASHINGTON	38,375	22,837	15,044	329	212	109	17	136
WEST VIRGINIA	2,428	26,623	9,419	377	38	38	15	36
WISCONSIN	24,837	31,442	15,743	837	23	4	5	108
WYOMING	6,689	3,467	99	49	13	143	40	18
AMERICAN SAMOA	247	7	18	0	0	0	0	0
GUAM	432	454	351	7	0	0	0	0
NORTHERN MARIANAS	92	73	10	0	0	0	0	2
PALAU	0	0	37	0	2	0	0	0
VIRGIN ISLANDS	75	228	875	52	3	7	22	22
BUR. OF INDIAN AFFAIRS	575	3,115	397	4	6	59	96	8
U.S. AND INSULAR AREAS	1,418,056	1,575,231	1,031,543	88,586	41,867	4,902	6,489	21,181
50 STATES, D.C. & P.R.	1,416,635	1,571,354	1,029,855	88,523	41,856	4,836	6,371	21,149

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB8

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.97	25.41	25.31	0.83	0.05	0.08	0.07	0.29
ALASKA	49.13	34.97	14.95	0.68	0.10	0.00	0.01	0.15
ARIZONA	8.80	64.19	23.25	1.95	0.76	0.00	0.87	0.18
ARKANSAS	41.97	43.96	12.56	0.19	0.66	0.00	0.43	0.23
CALIFORNIA	24.67	43.90	28.13	1.71	1.58	0.00	0.00	0.00
COLORADO	24.83	58.94	14.42	0.60	0.02	0.03	0.90	0.27
CONNECTICUT	52.75	19.06	20.61	2.80	2.91	0.03	1.23	0.60
DELAWARE	41.19	46.97	11.26	0.43	0.01	0.00	0.02	0.12
DISTRICT OF COLUMBIA	35.49	64.51	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	37.71	30.63	27.70	3.13	0.00	0.10	0.00	0.73
GEORGIA	37.87	35.67	26.05	0.24	0.02	0.04	0.06	0.05
HAWAII	34.86	38.75	24.97	0.02	0.19	0.38	0.49	0.33
IDAHO	63.39	26.14	9.52	0.62	0.13	0.02	0.01	0.18
ILLINOIS	31.40	42.07	25.29	0.70	0.03	0.02	0.01	0.49
INDIANA	37.84	34.99	26.00	0.90	0.00	0.03	0.11	0.13
IOWA	18.53	65.09	14.30	1.46	.	.	0.25	0.37
KANSAS	55.39	26.76	15.47	1.99	0.11	0.00	0.16	0.13
KENTUCKY	35.64	46.36	15.82	1.63	0.03	0.10	0.09	0.34
LOUISIANA	38.76	18.41	39.97	2.07	0.01	0.18	0.07	0.52
MAINE	50.18	36.00	12.27	1.00	0.11	0.05	0.09	0.30
MARYLAND	42.55	20.59	29.12	5.59	1.63	0.16	0.13	0.24
MASSACHUSETTS	64.72	16.14	16.30	1.84	0.00	0.00	0.00	0.99
MICHIGAN	46.91	29.04	22.68	1.04	.	0.04	0.16	0.14
MINNESOTA	11.70	79.81	4.73	1.92	.	1.43	.	0.41
MISSISSIPPI	32.40	39.29	27.39	0.43	0.02	0.04	0.05	0.39
MISSOURI	36.52	38.48	19.58	3.32	0.58	0.40	0.09	1.02
MONTANA	60.38	27.93	10.09	0.47	0.00	0.64	0.29	0.20
NEBRASKA	61.45	22.26	14.22	1.26	0.23	0.06	0.08	0.44
NEVADA	32.64	49.84	13.12	3.28	0.01	0.17	0.04	0.89
NEW HAMPSHIRE	54.25	24.32	18.22	0.01	1.77	0.00	1.25	0.17
NEW JERSEY	35.65	23.17	30.22	4.83	5.57	.	0.07	0.50
NEW MEXICO	64.83	14.37	20.04	0.00	0.12	0.21	0.00	0.43
NEW YORK	6.94	39.15	43.38	6.86	2.79	0.00	0.32	0.57
NORTH CAROLINA	52.41	28.54	16.79	1.85	0.13	0.02	0.02	0.23
NORTH DAKOTA	77.02	11.78	9.70	0.59	0.06	0.25	0.39	0.21
OHIO	36.75	24.60	29.48	2.27	5.66	0.15	.	1.08
OKLAHOMA	49.19	32.30	16.97	0.92	0.12	0.13	0.12	0.25
OREGON	65.80	27.35	5.67	0.25	0.67	0.02	0.03	0.23
PENNSYLVANIA	40.35	27.68	29.34	2.08	0.00	0.39	0.06	0.10
PUERTO RICO	3.58	49.93	33.13	5.25	2.47	0.53	0.20	4.92
RHODE ISLAND	52.89	16.24	26.18	1.12	2.35	0.00	0.49	0.72
SOUTH CAROLINA	30.21	42.56	24.12	2.45	0.03	0.49	0.04	0.10
SOUTH DAKOTA	8.73	81.37	5.45	0.55	0.75	1.23	1.70	0.22
TENNESSEE	48.36	30.41	18.81	0.80	0.57	0.05	0.02	0.98
TEXAS	5.11	65.83	25.57	1.62	0.04	0.00	0.34	1.49
UTAH	41.61	38.14	17.94	2.11	0.00	0.00	0.00	0.20
VERMONT	91.60	4.15	2.65	0.19	0.45	0.00	0.57	0.39
VIRGINIA	38.94	31.08	27.66	1.16	0.43	0.17	0.44	0.12
WASHINGTON	49.80	29.64	19.52	0.43	0.28	0.14	0.02	0.18
WEST VIRGINIA	6.23	68.31	24.17	0.97	0.10	0.10	0.04	0.09
WISCONSIN	34.02	43.07	21.57	1.15	0.03	0.01	0.01	0.15
WYOMING	63.60	32.96	0.94	0.47	0.12	1.36	0.38	0.17
AMERICAN SAMOA	90.81	2.57	6.62	0.00	0.00	0.00	0.00	0.00
GUAM	34.73	36.50	28.22	0.56	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	51.98	41.24	5.65	0.00	0.00	0.00	0.00	1.13
PALAU	0.00	0.00	94.87	0.00	5.13	0.00	0.00	0.00
VIRGIN ISLANDS	5.84	17.76	68.15	4.05	0.23	0.55	1.71	1.71
BUR. OF INDIAN AFFAIRS	13.50	73.12	9.32	0.09	0.14	1.38	2.25	0.19
U.S. AND INSULAR AREAS	33.86	37.61	24.63	2.12	1.00	0.12	0.15	0.51
50 STATES, D.C. & P.R.	33.89	37.59	24.63	2.12	1.00	0.12	0.15	0.51

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB9

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
	NUMBER							
ALABAMA	5,980	276	548	70	1	4	0	55
ALASKA	64	317	44	0	0	0	0	0
ARIZONA	901	854	1,483	250	20	0	2	3
ARKANSAS	3,618	50	128	0	17	0	11	1
CALIFORNIA	21,949	4,502	11,067	1,705	243	0	0	0
COLORADO	1,277	610	1,018	186	4	0	2	6
CONNECTICUT	1,816	407	2,578	234	112	0	4	60
DELAWARE	475	511	506	0	0	0	0	1
DISTRICT OF COLUMBIA	211	1	0	0	0	0	0	0
FLORIDA	6,950	796	3,950	773	24	7	0	146
GEORGIA	2,582	1,329	970	1,568	15	0	7	43
HAWAII	28	5	311	0	0	0	0	0
IDAHO	1,219	317	610	213	89	13	0	20
ILLINOIS	10,055	776	8,997	2,104	4	0	0	16
INDIANA	4,114	70	426	72	0	2	5	0
IOWA	2,892	139	1,999	270	.	.	0	105
KANSAS	1,647	1,210	198	161	82	0	0	1
KENTUCKY	7,399	1,675	474	153	58	0	0	45
LOUISIANA	3,086	177	2,745	332	1	0	0	11
MAINE	1,882	67	158	63	196	1	3	492
MARYLAND	3,724	2,335	352	242	263	0	1	168
MASSACHUSETTS	7,991	220	1,114	30	0	0	0	27
MICHIGAN	6,519	447	5,391	983	.	0	0	204
MINNESOTA	535	3,707	3,863	492	.	10	.	25
MISSISSIPPI	2,708	1,141	1,224	155	0	1	0	8
MISSOURI	478	172	78	32	20	6	0	0
MONTANA	1,050	239	426	3	0	0	0	2
NEBRASKA	1,549	121	541	98	24	0	0	165
NEVADA	515	73	621	182	0	0	0	1
NEW HAMPSHIRE	425	123	589	1	28	0	4	59
NEW JERSEY	7,359	143	4,808	1,210	868	.	6	31
NEW MEXICO	439	541	1,097	0	23	0	0	85
NEW YORK	2,858	453	5,624	4,906	12,285	0	0	118
NORTH CAROLINA	8,355	605	682	521	197	8	19	96
NORTH DAKOTA	458	41	237	121	10	0	8	35
OHIO	5,719	324	2,179	418	910	0	0	199
OKLAHOMA	3,279	328	1,183	271	21	4	11	36
OREGON	968	41	81	2	9	0	4	7
PENNSYLVANIA	5,817	596	3,011	1,886	1	9	8	1,622
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	804	162	584	13	59	0	1	2
SOUTH CAROLINA	6,210	604	973	126	7	0	1	29
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0
TEXAS	1,170	15,069	5,852	378	9	0	78	341
UTAH	145	1	215	2	0	0	0	0
VERMONT	254	10	68	62	52	0	0	89
VIRGINIA	4,514	559	3,313	529	31	9	2	824
WASHINGTON	3,035	1,097	4,222	368	228	0	0	223
WEST VIRGINIA	173	1,597	657	14	0	1	0	91
WISCONSIN	3,370	1,634	5,056	249	3	0	0	13
WYOMING	546	522	62	0	0	0	0	0
AMERICAN SAMOA	42	0	6	0	0	0	0	0
GUAM	85	1	0	0	0	0	0	0
NORTHERN MARIANAS	6	15	1	0	0	0	0	0
PALAU	0	0	0	9	0	0	0	12
VIRGIN ISLANDS	49	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	371	120	0	1	0	0	0	1
U.S. AND INSULAR AREAS	159,665	47,130	92,380	21,458	15,914	75	177	5,498
50 STATES, D.C. & P.R.	159,112	46,994	92,373	21,448	15,914	75	177	5,485

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB9

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	86.24	3.98	7.90	1.01	0.01	0.06	0.00	0.79
ALASKA	15.06	74.59	10.35	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.65	24.31	42.21	7.12	0.57	0.00	0.06	0.09
ARKANSAS	94.59	1.31	3.35	0.00	0.44	0.00	0.29	0.03
CALIFORNIA	55.61	11.41	28.04	4.32	0.62	0.00	0.00	0.00
COLORADO	41.15	19.66	32.81	5.99	0.13	0.00	0.06	0.19
CONNECTICUT	34.98	7.84	49.66	4.51	2.16	0.00	0.08	0.77
DELAWARE	31.82	34.23	33.89	0.00	0.00	0.00	0.00	0.07
DISTRICT OF COLUMBIA	99.53	0.47	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	54.96	6.29	31.24	6.11	0.19	0.06	0.00	1.15
GEORGIA	39.64	20.40	14.89	24.07	0.23	0.00	0.11	0.66
HAWAII	8.14	1.45	90.41	0.00	0.00	0.00	0.00	0.00
IDAHO	49.13	12.78	24.59	8.59	3.59	0.52	0.00	0.81
ILLINOIS	45.80	3.53	40.98	9.58	0.02	0.00	0.00	0.07
INDIANA	87.74	1.49	9.09	1.54	0.00	0.04	0.11	0.00
IOWA	53.51	2.57	36.98	5.00	.	.	0.00	1.94
KANSAS	49.92	36.68	6.00	4.88	2.49	0.00	0.00	0.03
KENTUCKY	75.47	17.08	4.83	1.56	0.59	0.00	0.00	0.46
LOUISIANA	48.58	2.79	43.21	5.23	0.02	0.00	0.00	0.17
MAINE	65.76	2.34	5.52	2.20	6.85	0.03	0.10	17.19
MARYLAND	52.56	32.96	4.97	3.42	3.71	0.00	0.01	2.37
MASSACHUSETTS	85.17	2.34	11.87	0.32	0.00	0.00	0.00	0.29
MICHIGAN	48.13	3.30	39.80	7.26	.	0.00	0.00	1.51
MINNESOTA	6.20	42.94	44.75	5.70	.	0.12	.	0.29
MISSISSIPPI	51.71	21.79	23.37	2.96	0.00	0.02	0.00	0.15
MISSOURI	60.81	21.88	9.92	4.07	2.54	0.76	0.00	0.00
MONTANA	61.05	13.90	24.77	0.17	0.00	0.00	0.00	0.12
NEBRASKA	62.01	4.84	21.66	3.92	0.96	0.00	0.00	6.61
NEVADA	37.00	5.24	44.61	13.07	0.00	0.00	0.00	0.07
NEW HAMPSHIRE	34.58	10.01	47.93	0.08	2.28	0.00	0.33	4.80
NEW JERSEY	51.02	0.99	33.33	8.39	6.02	.	0.04	0.21
NEW MEXICO	20.09	24.76	50.21	0.00	1.05	0.00	0.00	3.89
NEW YORK	10.89	1.73	21.43	18.69	46.81	0.00	0.00	0.45
NORTH CAROLINA	79.70	5.77	6.51	4.97	1.88	0.08	0.18	0.92
NORTH DAKOTA	47.22	4.23	30.62	12.47	1.03	0.00	0.82	3.61
OHIO	58.66	3.32	22.35	4.29	9.33	0.00	0.00	2.04
OKLAHOMA	63.88	6.39	23.05	5.28	0.41	0.08	0.21	0.70
OREGON	87.05	3.69	7.28	0.18	0.81	0.00	0.36	0.63
PENNSYLVANIA	44.92	4.60	23.25	14.56	0.01	0.07	0.06	12.53
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	49.48	9.97	35.94	0.80	3.63	0.00	0.06	0.12
SOUTH CAROLINA	78.11	7.60	12.24	1.58	0.09	0.00	0.01	0.36
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	.	.	.	.	.	.	.	.
TEXAS	5.11	65.81	25.56	1.65	0.04	0.00	0.34	1.49
UTAH	39.94	0.28	59.23	0.55	0.00	0.00	0.00	0.00
VERMONT	47.48	1.87	12.71	11.59	9.72	0.00	0.00	16.64
VIRGINIA	46.15	5.72	33.87	5.41	0.32	0.09	0.02	8.42
WASHINGTON	33.09	11.96	46.03	4.01	2.49	0.00	0.00	2.43
WEST VIRGINIA	6.83	63.05	25.94	0.55	0.00	0.04	0.00	3.59
WISCONSIN	32.64	15.83	48.97	2.41	0.03	0.00	0.00	0.13
WYOMING	48.32	46.19	5.49	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	87.50	0.00	12.50	0.00	0.00	0.00	0.00	0.00
GUAM	98.84	1.16	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	27.27	68.18	4.55	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	42.86	0.00	0.00	0.00	57.14
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	75.25	24.34	0.00	0.20	0.00	0.00	0.00	0.20
U.S. AND INSULAR AREAS	46.65	13.77	26.99	6.27	4.65	0.02	0.05	1.61
50 STATES, D.C. & P.R.	46.58	13.76	27.04	6.28	4.66	0.02	0.05	1.61

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB10

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	27,240	8,438	7,232	205	14	25	5	57
ALASKA	3,465	1,928	591	25	11	0	1	2
ARIZONA	3,056	19,740	4,976	302	155	0	63	33
ARKANSAS	10,526	6,158	1,993	48	85	0	57	18
CALIFORNIA	85,657	91,671	55,640	2,914	1,789	0	0	0
COLORADO	7,752	14,419	3,051	46	4	0	134	38
CONNECTICUT	16,984	3,762	5,913	420	450	0	122	60
DELAWARE	2,682	2,288	692	14	0	0	0	2
DISTRICT OF COLUMBIA	531	376	0	0	0	0	0	0
FLORIDA	56,061	33,103	24,026	1,829	0	49	0	338
GEORGIA	23,502	16,525	11,598	85	9	14	7	22
HAWAII	2,213	1,875	1,123	1	17	3	7	9
IDAHO	8,325	2,089	761	30	8	0	1	10
ILLINOIS	48,185	31,583	18,419	332	4	3	2	171
INDIANA	33,745	12,726	11,438	286	0	5	20	31
IOWA	8,987	14,492	3,179	356	.	.	21	46
KANSAS	14,864	4,263	2,964	417	15	0	0	18
KENTUCKY	19,086	13,031	4,253	438	11	31	16	59
LOUISIANA	17,100	4,445	10,481	383	6	36	5	106
MAINE	7,380	3,918	1,302	46	9	3	3	26
MARYLAND	22,132	7,762	10,164	1,907	479	1	9	62
MASSACHUSETTS	42,910	8,628	9,959	351	0	0	0	237
MICHIGAN	42,922	15,373	14,345	437	.	16	3	85
MINNESOTA	3,597	30,428	1,232	265	.	147	.	81
MISSISSIPPI	11,043	7,429	5,743	85	1	3	7	66
MISSOURI	28,042	21,076	11,232	1,504	354	136	40	388
MONTANA	6,006	1,942	661	10	0	22	6	7
NEBRASKA	11,984	2,791	2,035	164	22	4	4	61
NEVADA	4,160	3,828	1,235	212	0	1	2	41
NEW HAMPSHIRE	4,304	1,895	1,619	2	80	0	40	12
NEW JERSEY	47,015	14,175	21,271	2,427	3,333	.	15	141
NEW MEXICO	11,248	3,071	2,997	0	8	23	0	25
NEW YORK	14,324	42,164	47,558	6,202	2,510	0	81	316
NORTH CAROLINA	40,737	12,807	8,360	606	91	12	5	73
NORTH DAKOTA	4,874	508	390	55	2	4	7	13
OHIO	48,521	18,535	23,930	1,392	8,871	0	.	311
OKLAHOMA	20,082	7,827	4,864	248	44	18	28	42
OREGON	17,898	4,955	1,108	26	44	4	2	29
PENNSYLVANIA	49,044	17,255	24,978	980	2	79	19	71
PUERTO RICO	629	6,809	3,520	166	264	32	14	413
RHODE ISLAND	5,749	1,070	2,458	49	146	0	26	18
SOUTH CAROLINA	17,763	13,433	7,575	653	14	133	5	20
SOUTH DAKOTA	627	6,213	404	25	37	36	74	15
TENNESSEE	31,833	11,358	7,530	285	118	10	0	216
TEXAS	8,328	107,245	41,652	2,687	65	0	554	2,426
UTAH	12,693	9,463	3,802	294	0	1	1	24
VERMONT	5,026	130	43	2	10	0	6	12
VIRGINIA	25,752	13,416	14,181	429	108	51	54	55
WASHINGTON	25,394	11,071	8,329	80	83	24	2	45
WEST VIRGINIA	919	14,171	3,781	127	12	12	1	7
WISCONSIN	15,772	13,064	7,240	248	8	3	0	38
WYOMING	3,956	1,467	34	17	13	32	9	4
AMERICAN SAMOA	179	0	12	0	0	0	0	0
GUAM	234	255	37	0	0	0	0	0
NORTHERN MARIANAS	49	33	8	0	0	0	0	0
PALAU	0	0	11	0	1	0	0	0
VIRGIN ISLANDS	62	148	328	18	1	0	1	8
BUR. OF INDIAN AFFAIRS	336	1,556	201	3	1	17	26	1
U.S. AND INSULAR AREAS	983,485	720,181	464,459	30,133	19,309	990	1,505	6,409
50 STATES, D.C. & P.R.	982,625	718,189	463,862	30,112	19,306	973	1,478	6,400

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB10

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	63.03	19.53	16.73	0.47	0.03	0.06	0.01	0.13
ALASKA	57.53	32.01	9.81	0.42	0.18	0.00	0.02	0.03
ARIZONA	10.79	69.69	17.57	1.07	0.55	0.00	0.22	0.12
ARKANSAS	55.74	32.61	10.55	0.25	0.45	0.00	0.30	0.10
CALIFORNIA	36.04	38.57	23.41	1.23	0.75	0.00	0.00	0.00
COLORADO	30.47	56.67	11.99	0.18	0.02	0.00	0.53	0.15
CONNECTICUT	61.29	13.58	21.34	1.52	1.62	0.00	0.44	0.22
DELAWARE	47.23	40.30	12.19	0.25	0.00	0.00	0.00	0.04
DISTRICT OF COLUMBIA	58.54	41.46	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	48.58	28.68	20.82	1.58	0.00	0.04	0.00	0.29
GEORGIA	45.40	31.92	22.41	0.16	0.02	0.03	0.01	0.04
HAWAII	42.17	35.73	21.40	0.02	0.32	0.06	0.13	0.17
IDAHO	74.17	18.61	6.78	0.27	0.07	0.00	0.01	0.09
ILLINOIS	48.82	32.00	18.66	0.34	0.00	0.00	0.00	0.17
INDIANA	57.93	21.85	19.64	0.49	0.00	0.01	0.03	0.05
IOWA	33.19	53.51	11.74	1.31	.	.	0.08	0.17
KANSAS	65.94	18.91	13.15	1.85	0.07	0.00	0.00	0.08
KENTUCKY	51.69	35.29	11.52	1.19	0.03	0.08	0.04	0.16
LOUISIANA	52.52	13.65	32.19	1.18	0.02	0.11	0.02	0.33
MAINE	58.17	30.88	10.26	0.36	0.07	0.02	0.02	0.20
MARYLAND	52.06	18.26	23.91	4.49	1.13	0.00	0.02	0.15
MASSACHUSETTS	69.11	13.90	16.04	0.57	0.00	0.00	0.00	0.38
MICHIGAN	58.65	21.01	19.60	0.60	.	0.02	0.00	0.12
MINNESOTA	10.06	85.11	3.45	0.74	.	0.41	.	0.23
MISSISSIPPI	45.30	30.48	23.56	0.35	0.00	0.01	0.03	0.27
MISSOURI	44.67	33.58	17.89	2.40	0.56	0.22	0.06	0.62
MONTANA	69.40	22.44	7.64	0.12	0.00	0.25	0.07	0.08
NEBRASKA	70.23	16.36	11.92	0.96	0.13	0.02	0.02	0.36
NEVADA	43.89	40.38	13.03	2.24	0.00	0.01	0.02	0.43
NEW HAMPSHIRE	54.12	23.83	20.36	0.03	1.01	0.00	0.50	0.15
NEW JERSEY	53.20	16.04	24.07	2.75	3.77	.	0.02	0.16
NEW MEXICO	64.75	17.68	17.25	0.00	0.05	0.13	0.00	0.14
NEW YORK	12.66	37.26	42.03	5.48	2.22	0.00	0.07	0.28
NORTH CAROLINA	64.98	20.43	13.34	0.97	0.15	0.02	0.01	0.12
NORTH DAKOTA	83.27	8.68	6.66	0.94	0.03	0.07	0.12	0.22
OHIO	47.78	18.25	23.56	1.37	8.73	0.00	.	0.31
OKLAHOMA	60.57	23.61	14.67	0.75	0.13	0.05	0.08	0.13
OREGON	74.37	20.59	4.60	0.11	0.18	0.02	0.01	0.12
PENNSYLVANIA	53.06	18.67	27.02	1.06	0.00	0.09	0.02	0.08
PUERTO RICO	5.31	57.47	29.71	1.40	2.23	0.27	0.12	3.49
RHODE ISLAND	60.41	11.24	25.83	0.51	1.53	0.00	0.27	0.19
SOUTH CAROLINA	44.86	33.93	19.13	1.65	0.04	0.34	0.01	0.05
SOUTH DAKOTA	8.44	83.61	5.44	0.34	0.50	0.48	1.00	0.20
TENNESSEE	61.99	22.12	14.66	0.56	0.23	0.02	0.00	0.42
TEXAS	5.11	65.81	25.56	1.65	0.04	0.00	0.34	1.49
UTAH	48.30	36.01	14.47	1.12	0.00	0.00	0.00	0.09
VERMONT	96.12	2.49	0.82	0.04	0.19	0.00	0.11	0.23
VIRGINIA	47.65	24.82	26.24	0.79	0.20	0.09	0.10	0.10
WASHINGTON	56.40	24.59	18.50	0.18	0.18	0.05	0.00	0.10
WEST VIRGINIA	4.83	74.47	19.87	0.67	0.06	0.06	0.01	0.04
WISCONSIN	43.36	35.92	19.90	0.68	0.02	0.01	0.00	0.10
WYOMING	71.51	26.52	0.61	0.31	0.23	0.58	0.16	0.07
AMERICAN SAMOA	93.72	0.00	6.28	0.00	0.00	0.00	0.00	0.00
GUAM	44.49	48.48	7.03	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	54.44	36.67	8.89	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	91.67	0.00	8.33	0.00	0.00	0.00
VIRGIN ISLANDS	10.95	26.15	57.95	3.18	0.18	0.00	0.18	1.41
BUR. OF INDIAN AFFAIRS	15.69	72.68	9.39	0.14	0.05	0.79	1.21	0.05
U.S. AND INSULAR AREAS	44.17	32.35	20.86	1.35	0.87	0.04	0.07	0.29
50 STATES, D.C. & P.R.	44.20	32.31	20.87	1.35	0.87	0.04	0.07	0.29

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB11

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	12,773	11,850	12,443	344	22	24	56	164
ALASKA	1,452	1,631	774	42	0	0	0	8
ARIZONA	1,335	12,644	5,943	487	175	0	384	50
ARKANSAS	5,876	10,622	2,853	30	152	0	111	66
CALIFORNIA	17,958	89,195	55,992	2,922	4,335	0	0	0
COLORADO	4,095	13,414	3,388	179	4	14	299	87
CONNECTICUT	11,131	5,946	4,872	800	1,005	17	486	236
DELAWARE	1,176	2,051	397	23	1	0	2	9
DISTRICT OF COLUMBIA	207	899	0	0	0	0	0	0
FLORIDA	18,830	26,995	28,770	3,354	0	127	1	1,008
GEORGIA	10,861	15,080	10,996	75	7	17	44	23
HAWAII	1,579	2,334	1,456	1	3	39	48	25
IDAHO	3,228	2,544	842	54	13	3	0	20
ILLINOIS	6,473	38,687	23,339	687	36	28	7	609
INDIANA	3,894	20,348	13,247	540	0	28	74	96
IOWA	959	18,637	3,753	338	.	.	98	93
KANSAS	6,699	5,832	2,747	303	24	1	63	28
KENTUCKY	4,191	15,830	5,545	484	3	35	41	151
LOUISIANA	6,458	6,537	13,220	528	0	59	33	194
MAINE	4,243	4,269	1,479	173	11	4	15	39
MARYLAND	10,641	7,803	12,011	1,745	658	118	63	111
MASSACHUSETTS	33,404	10,217	8,797	1,542	0	0	0	808
MICHIGAN	20,734	22,656	16,136	560	.	36	208	81
MINNESOTA	4,276	23,580	1,511	915	.	777	.	188
MISSISSIPPI	4,055	10,244	6,520	95	6	13	12	93
MISSOURI	15,546	23,360	12,038	1,934	314	280	56	792
MONTANA	2,749	2,059	719	56	0	73	37	23
NEBRASKA	5,704	3,478	1,731	146	36	7	13	54
NEVADA	1,215	4,194	816	219	1	27	5	104
NEW HAMPSHIRE	4,237	1,973	1,330	0	184	0	143	10
NEW JERSEY	9,603	21,118	24,708	4,478	4,533	.	60	562
NEW MEXICO	9,975	1,515	3,124	0	14	39	0	91
NEW YORK	3,692	55,091	59,064	8,519	3,923	0	472	971
NORTH CAROLINA	15,912	16,985	9,255	1,023	39	5	9	156
NORTH DAKOTA	3,101	662	514	3	4	16	25	7
OHIO	17,717	25,074	27,347	2,563	1,635	196	.	1,425
OKLAHOMA	8,356	10,414	4,844	242	27	55	42	90
OREGON	9,728	6,279	1,107	72	220	5	7	59
PENNSYLVANIA	20,308	28,423	24,557	2,004	1	542	77	79
PUERTO RICO	411	8,249	5,687	886	339	119	19	657
RHODE ISLAND	3,740	1,743	2,110	127	207	0	45	91
SOUTH CAROLINA	2,888	14,515	8,122	765	7	164	16	40
SOUTH DAKOTA	414	3,574	225	34	26	76	76	10
TENNESSEE	13,170	16,238	9,258	328	327	32	15	637
TEXAS	6,761	87,102	33,829	2,183	52	0	451	1,970
UTAH	4,988	6,664	3,458	393	0	1	0	57
VERMONT	3,492	245	150	14	29	0	44	14
VIRGINIA	12,007	15,899	12,223	512	292	94	320	48
WASHINGTON	11,808	10,786	5,519	209	114	58	14	79
WEST VIRGINIA	1,334	11,014	4,983	169	26	23	6	24
WISCONSIN	8,195	16,671	7,090	468	13	1	3	58
WYOMING	2,143	1,417	21	24	0	85	23	14
AMERICAN SAMOA	64	7	4	0	0	0	0	0
GUAM	160	152	270	2	0	0	0	0
NORTHERN MARIANAS	39	39	1	0	0	0	0	2
PALAU	0	0	9	0	0	0	0	0
VIRGIN ISLANDS	12	73	453	22	2	0	9	9
BUR. OF INDIAN AFFAIRS	210	1,410	173	1	5	33	48	5
U.S. AND INSULAR AREAS	396,207	776,268	501,770	43,617	18,825	3,271	4,080	12,325
50 STATES, D.C. & P.R.	395,722	774,587	500,860	43,592	18,818	3,238	4,023	12,309

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB11

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	33.90	31.45	33.03	0.91	0.06	0.06	0.15	0.44
ALASKA	37.16	41.75	19.81	1.07	0.00	0.00	0.00	0.20
ARIZONA	6.35	60.16	28.28	2.32	0.83	0.00	1.83	0.24
ARKANSAS	29.81	53.89	14.47	0.15	0.77	0.00	0.56	0.33
CALIFORNIA	10.54	52.34	32.86	1.71	2.54	0.00	0.00	0.00
COLORADO	19.06	62.45	15.77	0.83	0.02	0.07	1.39	0.41
CONNECTICUT	45.45	24.28	19.89	3.27	4.10	0.07	1.98	0.96
DELAWARE	32.14	56.05	10.85	0.63	0.03	0.00	0.05	0.25
DISTRICT OF COLUMBIA	18.72	81.28	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	23.81	34.13	36.38	4.24	0.00	0.16	0.00	1.27
GEORGIA	29.27	40.64	29.64	0.20	0.02	0.05	0.12	0.06
HAWAII	28.79	42.55	26.55	0.02	0.05	0.71	0.88	0.46
IDAHO	48.15	37.95	12.56	0.81	0.19	0.04	0.00	0.30
ILLINOIS	9.26	55.37	33.41	0.98	0.05	0.04	0.01	0.87
INDIANA	10.19	53.23	34.65	1.41	0.00	0.07	0.19	0.25
IOWA	4.02	78.05	15.72	1.42	.	.	0.41	0.39
KANSAS	42.68	37.15	17.50	1.93	0.15	0.01	0.40	0.18
KENTUCKY	15.95	60.24	21.10	1.84	0.01	0.13	0.16	0.57
LOUISIANA	23.89	24.19	48.91	1.95	0.00	0.22	0.12	0.72
MAINE	41.46	41.72	14.45	1.69	0.11	0.04	0.15	0.38
MARYLAND	32.10	23.54	36.23	5.26	1.98	0.36	0.19	0.33
MASSACHUSETTS	60.99	18.66	16.06	2.82	0.00	0.00	0.00	1.48
MICHIGAN	34.32	37.50	26.71	0.93	.	0.06	0.34	0.13
MINNESOTA	13.68	75.46	4.84	2.93	.	2.49	.	0.60
MISSISSIPPI	19.27	48.69	30.99	0.45	0.03	0.06	0.06	0.44
MISSOURI	28.62	43.00	22.16	3.56	0.58	0.52	0.10	1.46
MONTANA	48.09	36.02	12.58	0.98	0.00	1.28	0.65	0.40
NEBRASKA	51.07	31.14	15.50	1.31	0.32	0.06	0.12	0.48
NEVADA	18.46	63.73	12.40	3.33	0.02	0.41	0.08	1.58
NEW HAMPSHIRE	53.79	25.05	16.88	0.00	2.34	0.00	1.82	0.13
NEW JERSEY	14.76	32.46	37.98	6.88	6.97	.	0.09	0.86
NEW MEXICO	67.59	10.27	21.17	0.00	0.09	0.26	0.00	0.62
NEW YORK	2.80	41.82	44.84	6.47	2.98	0.00	0.36	0.74
NORTH CAROLINA	36.68	39.15	21.33	2.36	0.09	0.01	0.02	0.36
NORTH DAKOTA	71.58	15.28	11.87	0.07	0.09	0.37	0.58	0.16
OHIO	23.33	33.01	36.00	3.37	2.15	0.26	.	1.88
OKLAHOMA	34.72	43.27	20.12	1.01	0.11	0.23	0.17	0.37
OREGON	55.66	35.93	6.33	0.41	1.26	0.03	0.04	0.34
PENNSYLVANIA	26.72	37.40	32.32	2.64	0.00	0.71	0.10	0.10
PUERTO RICO	2.51	50.40	34.75	5.41	2.07	0.73	0.12	4.01
RHODE ISLAND	46.38	21.62	26.17	1.58	2.57	0.00	0.56	1.13
SOUTH CAROLINA	10.89	54.74	30.63	2.88	0.03	0.62	0.06	0.15
SOUTH DAKOTA	9.33	80.59	5.07	0.77	0.59	1.71	1.71	0.23
TENNESSEE	32.92	40.59	23.14	0.82	0.82	0.08	0.04	1.59
TEXAS	5.11	65.81	25.56	1.65	0.04	0.00	0.34	1.49
UTAH	32.05	42.83	22.22	2.53	0.00	0.01	0.00	0.37
VERMONT	87.56	6.14	3.76	0.35	0.73	0.00	1.10	0.35
VIRGINIA	29.01	38.41	29.53	1.24	0.71	0.23	0.77	0.12
WASHINGTON	41.31	37.73	19.31	0.73	0.40	0.20	0.05	0.28
WEST VIRGINIA	7.59	62.65	28.35	0.96	0.15	0.13	0.03	0.14
WISCONSIN	25.22	51.30	21.82	1.44	0.04	0.00	0.01	0.18
WYOMING	57.50	38.02	0.56	0.64	0.00	2.28	0.62	0.38
AMERICAN SAMOA	85.33	9.33	5.33	0.00	0.00	0.00	0.00	0.00
GUAM	27.40	26.03	46.23	0.34	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	48.15	48.15	1.23	0.00	0.00	0.00	0.00	2.47
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	2.07	12.59	78.10	3.79	0.34	0.00	1.55	1.55
BUR. OF INDIAN AFFAIRS	11.14	74.80	9.18	0.05	0.27	1.75	2.55	0.27
U.S. AND INSULAR AREAS	22.56	44.20	28.57	2.48	1.07	0.19	0.23	0.70
50 STATES, D.C. & P.R.	22.57	44.18	28.57	2.49	1.07	0.18	0.23	0.70

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB12

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER IDEA, PART B
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,398	1,648	2,173	167	5	3	0	32
ALASKA	247	117	206	5	0	0	0	6
ARIZONA	186	983	1,168	223	67	0	6	9
ARKANSAS	600	1,030	242	0	29	0	5	11
CALIFORNIA	1,427	6,022	8,132	1,441	616	0	0	0
COLORADO	337	1,082	636	67	0	0	9	7
CONNECTICUT	981	802	582	326	151	1	72	35
DELAWARE	149	231	6	5	0	0	0	1
DISTRICT OF COLUMBIA	46	150	0	0	0	0	0	0
FLORIDA	1,283	1,770	3,148	1,147	0	36	0	122
GEORGIA	725	1,442	1,542	66	3	2	9	5
HAWAII	86	102	199	0	1	0	0	3
IDAHO	224	224	165	31	4	0	0	3
ILLINOIS	403	3,492	2,576	203	11	0	6	77
INDIANA	287	1,990	1,375	75	0	1	13	0
IOWA	42	1,949	775	94	.	.	14	58
KANSAS	526	574	456	74	3	0	0	5
KENTUCKY	378	1,908	702	163	3	0	0	17
LOUISIANA	1,008	688	1,631	401	0	22	5	31
MAINE	425	456	165	21	7	6	4	6
MARYLAND	920	736	880	773	154	5	32	18
MASSACHUSETTS	3,180	984	1,268	368	0	0	0	173
MICHIGAN	2,318	2,809	1,414	470	.	2	10	33
MINNESOTA	314	1,848	570	164	.	74	.	17
MISSISSIPPI	396	1,112	833	25	3	2	3	26
MISSOURI	1,662	3,244	990	676	52	82	16	90
MONTANA	338	205	139	5	0	1	1	0
NEBRASKA	501	320	442	64	11	7	7	14
NEVADA	65	285	136	115	0	1	0	4
NEW HAMPSHIRE	481	177	81	0	31	0	25	7
NEW JERSEY	669	1,944	2,573	851	1,081	.	34	96
NEW MEXICO	537	238	604	0	17	10	0	27
NEW YORK	229	5,698	7,455	3,314	902	0	293	207
NORTH CAROLINA	1,252	1,741	937	420	16	3	4	28
NORTH DAKOTA	312	97	140	6	0	7	10	3
OHIO	2,478	2,385	3,847	295	84	89	.	282
OKLAHOMA	849	990	394	57	1	6	3	19
OREGON	720	550	226	8	24	0	2	9
PENNSYLVANIA	2,494	3,611	2,696	716	2	74	11	24
PUERTO RICO	95	779	1,301	613	179	18	29	489
RHODE ISLAND	300	192	277	32	82	0	20	25
SOUTH CAROLINA	232	1,475	975	274	1	43	4	9
SOUTH DAKOTA	48	366	51	10	31	41	62	2
TENNESSEE	1,594	1,708	1,337	157	104	4	8	90
TEXAS	894	11,506	4,469	202	6	0	60	259
UTAH	179	245	440	220	0	0	0	3
VERMONT	261	23	61	2	4	0	5	11
VIRGINIA	1,404	1,942	1,410	223	30	29	69	18
WASHINGTON	1,173	980	1,196	40	15	27	1	12
WEST VIRGINIA	175	1,438	655	81	0	3	8	5
WISCONSIN	870	1,707	1,413	121	2	0	2	12
WYOMING	590	583	44	8	0	26	8	0
AMERICAN SAMOA	4	0	2	0	0	0	0	0
GUAM	38	47	44	5	0	0	0	0
NORTHERN MARIANAS	4	1	1	0	0	0	0	0
PALAU	0	0	17	0	1	0	0	0
VIRGIN ISLANDS	1	7	94	12	0	7	12	5
BUR. OF INDIAN AFFAIRS	29	149	23	0	0	9	22	2
U.S. AND INSULAR AREAS	38,364	78,782	65,314	14,836	3,733	641	904	2,447
50 STATES, D.C. & P.R.	38,288	78,578	65,133	14,819	3,732	625	870	2,440

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB12

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER IDEA, PART B DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	25.76	30.37	40.05	3.08	0.09	0.06	0.00	0.59
ALASKA	42.51	20.14	35.46	0.86	0.00	0.00	0.00	1.03
ARIZONA	7.04	37.21	44.21	8.44	2.54	0.00	0.23	0.34
ARKANSAS	31.30	53.73	12.62	0.00	1.51	0.00	0.26	0.57
CALIFORNIA	8.09	34.14	46.11	8.17	3.49	0.00	0.00	0.00
COLORADO	15.76	50.61	29.75	3.13	0.00	0.00	0.42	0.33
CONNECTICUT	33.25	27.19	19.73	11.05	5.12	0.03	2.44	1.19
DELAWARE	38.01	58.93	1.53	1.28	0.00	0.00	0.00	0.26
DISTRICT OF COLUMBIA	23.47	76.53	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	17.09	23.58	41.94	15.28	0.00	0.48	0.00	1.63
GEORGIA	19.11	38.01	40.64	1.74	0.08	0.05	0.24	0.13
HAWAII	21.99	26.09	50.90	0.00	0.26	0.00	0.00	0.77
IDAHO	34.41	34.41	25.35	4.76	0.61	0.00	0.00	0.46
ILLINOIS	5.95	51.60	38.06	3.00	0.16	0.00	0.09	1.14
INDIANA	7.67	53.19	36.75	2.00	0.00	0.03	0.35	0.00
IOWA	1.43	66.47	26.43	3.21	.	.	0.48	1.98
KANSAS	32.11	35.04	27.84	4.52	0.18	0.00	0.00	0.31
KENTUCKY	11.92	60.17	22.14	5.14	0.09	0.00	0.00	0.54
LOUISIANA	26.62	18.17	43.08	10.59	0.00	0.58	0.13	0.82
MAINE	38.99	41.83	15.14	1.93	0.64	0.55	0.37	0.55
MARYLAND	26.15	20.92	25.01	21.97	4.38	0.14	0.91	0.51
MASSACHUSETTS	53.24	16.47	21.23	6.16	0.00	0.00	0.00	2.90
MICHIGAN	32.85	39.81	20.04	6.66	.	0.03	0.14	0.47
MINNESOTA	10.51	61.87	19.08	5.49	.	2.48	.	0.57
MISSISSIPPI	16.50	46.33	34.71	1.04	0.13	0.08	0.13	1.08
MISSOURI	24.40	47.62	14.53	9.92	0.76	1.20	0.23	1.32
MONTANA	49.06	29.75	20.17	0.73	0.00	0.15	0.15	0.00
NEBRASKA	36.68	23.43	32.36	4.69	0.81	0.51	0.51	1.02
NEVADA	10.73	47.03	22.44	18.98	0.00	0.17	0.00	0.66
NEW HAMPSHIRE	59.98	22.07	10.10	0.00	3.87	0.00	3.12	0.87
NEW JERSEY	9.23	26.82	35.50	11.74	14.91	.	0.47	1.32
NEW MEXICO	37.47	16.61	42.15	0.00	1.19	0.70	0.00	1.88
NEW YORK	1.27	31.48	41.19	18.31	4.98	0.00	1.62	1.14
NORTH CAROLINA	28.45	39.56	21.29	9.54	0.36	0.07	0.09	0.64
NORTH DAKOTA	54.26	16.87	24.35	1.04	0.00	1.22	1.74	0.52
OHIO	26.19	25.21	40.67	3.12	0.89	0.94	.	2.98
OKLAHOMA	36.61	42.69	16.99	2.46	0.04	0.26	0.13	0.82
OREGON	46.78	35.74	14.68	0.52	1.56	0.00	0.13	0.58
PENNSYLVANIA	25.90	37.51	28.00	7.44	0.02	0.77	0.11	0.25
PUERTO RICO	2.71	22.24	37.14	17.50	5.11	0.51	0.83	13.96
RHODE ISLAND	32.33	20.69	29.85	3.45	8.84	0.00	2.16	2.69
SOUTH CAROLINA	7.70	48.95	32.36	9.09	0.03	1.43	0.13	0.30
SOUTH DAKOTA	7.86	59.90	8.35	1.64	5.07	6.71	10.15	0.33
TENNESSEE	31.87	34.15	26.73	3.14	2.08	0.08	0.16	1.80
TEXAS	5.14	66.14	25.69	1.16	0.03	0.00	0.34	1.49
UTAH	16.47	22.54	40.48	20.24	0.00	0.00	0.00	0.28
VERMONT	71.12	6.27	16.62	0.54	1.09	0.00	1.36	3.00
VIRGINIA	27.40	37.89	27.51	4.35	0.59	0.57	1.35	0.35
WASHINGTON	34.06	28.46	34.73	1.16	0.44	0.78	0.03	0.35
WEST VIRGINIA	7.40	60.80	27.70	3.42	0.00	0.13	0.34	0.21
WISCONSIN	21.08	41.36	34.24	2.93	0.05	0.00	0.05	0.29
WYOMING	46.86	46.31	3.49	0.64	0.00	2.07	0.64	0.00
AMERICAN SAMOA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
GUAM	28.36	35.07	32.84	3.73	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	94.44	0.00	5.56	0.00	0.00	0.00
VIRGIN ISLANDS	0.72	5.07	68.12	8.70	0.00	5.07	8.70	3.62
BUR. OF INDIAN AFFAIRS	12.39	63.68	9.83	0.00	0.00	3.85	9.40	0.85
U.S. AND INSULAR AREAS	18.71	38.43	31.86	7.24	1.82	0.31	0.44	1.19
50 STATES, D.C. & P.R.	18.72	38.43	31.85	7.25	1.83	0.31	0.43	1.19

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB13

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1	0	93	88	57	447	135	0	134
ALASKA	1,076	1,117	166	0	0	0	0	9	0
ARIZONA	92	54	114	370	16	280	7	73	108
ARKANSAS	2	0	0	56	634	436	0	0	42
CALIFORNIA	114	0	9	382	0	1,957	0	952	49
COLORADO	0	0	50	734	305	343	0	184	266
CONNECTICUT	265	182	339	171	117	200	139	259	0
DELAWARE	494	430	1,013	916	2	19	38	187	74
DISTRICT OF COLUMBIA	0	53	2,237	838	406	5	281	53	49
FLORIDA	0	0	0	0	188	477	236	0	0
GEORGIA	52	0	53	178	0	883	0	59	249
HAWAII	18	8	90	73	0	35	1	28	0
IDAHO	0	30	1	219	1	29	0	0	7
ILLINOIS	87	257	23,090	6,629	5,250	1,685	1,281	452	14
INDIANA	0	0	0	3,365	0	496	0	75	7
IOWA	.	.	.	.	.	572	.	168	.
KANSAS	0	0	0	97	142	951	67	127	271
KENTUCKY	56	0	566	13	112	797	1	.	28
LOUISIANA	0	0	11	0	0	1,206	0	128	5
MAINE	100	20	14	6	233	45	157	117	33
MARYLAND	99	173	20	107	6	533	423	109	14
MASSACHUSETTS	0	0	0	0	4,118	0	749	235	118
MICHIGAN	63	79	2,725	8,177	.	650	72	.	46
MINNESOTA	.	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	441	0	0	33
MISSOURI	0	0	0	1,828	55	328	0	0	33
MONTANA	0	0	0	0	0	117	0	21	2
NEBRASKA	0	0	0	0	0	168	0	58	19
NEVADA	.	32	9	.	.	.	.	32	.
NEW HAMPSHIRE	73	9	34	448	46	57	73	36	0
NEW JERSEY	79	319	173	1,739	350	730	0	495	0
NEW MEXICO	0	0	0	20	0	115	0	0	113
NEW YORK	0	0	0	0	1,651	1,003	0	647	807
NORTH CAROLINA	71	129	24	0	86	1,072	396	170	98
NORTH DAKOTA	.	.	.	.	4	54	1	.	3
OHIO	0	0	0	8,173	0	365	0	.	56
OKLAHOMA	0	1	98	27	14	478	0	0	1
OREGON	1,547	651	1,202	176	375	222	77	179	200
PENNSYLVANIA	310	111	741	1,186	4,162	181	740	107	426
PUERTO RICO	0	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	165	99	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	40	77	53	255	.	4
TENNESSEE	2	11	10	131	1	721	0	0	44
TEXAS	186	1,941	3,563	1,066	493	743	16	0	455
UTAH	0	0	546	67	0	21	0	0	64
VERMONT	71	1	176	107	50	35	64	18	113
VIRGINIA	357	67	176	15	2	496	49	3	92
WASHINGTON	.	.	.	.	.	.	.	.	.
WEST VIRGINIA	92	17	69	53	12	274	0	25	149
WISCONSIN	1	3	32	0	0	422	0	201	1
WYOMING	0	0	0	15	0	66	0	0	0
AMERICAN SAMOA	0	16	27	0	0	0	0	0	0
GUAM	42	21	177	35	6	4	0	1	4
NORTHERN MARIANAS	98	90	11	0	0	0	0	0	0
PALAU	184	93	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5,632	5,915	37,659	37,545	18,971	20,212	5,423	5,307	4,231
50 STATES, D.C. & P.R.	5,308	5,695	37,444	37,510	18,965	20,208	5,423	5,306	4,227

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE EIGHT EDUCATIONAL ENVIRONMENTS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB13

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.10	0.00	9.74	9.21	5.97	46.81	14.14	14.03
ALASKA	45.61	47.35	7.04	0.00	0.00	0.00	0.00	0.00
ARIZONA	8.84	5.19	10.95	35.54	1.54	26.90	0.67	10.37
ARKANSAS	0.17	0.00	0.00	4.79	54.19	37.26	0.00	3.59
CALIFORNIA	4.54	0.00	0.36	15.21	0.00	77.94	0.00	1.95
COLORADO	0.00	0.00	2.94	43.23	17.96	20.20	0.00	15.67
CONNECTICUT	18.75	12.88	23.99	12.10	8.28	14.15	9.84	0.00
DELAWARE	16.54	14.40	33.92	30.68	0.07	0.64	1.27	2.48
DISTRICT OF COLUMBIA	0.00	1.37	57.82	21.66	10.49	0.13	7.26	1.27
FLORIDA	0.00	0.00	0.00	0.00	20.87	52.94	26.19	0.00
GEORGIA	3.67	0.00	3.75	12.58	0.00	62.40	0.00	17.60
HAWAII	8.00	3.56	40.00	32.44	0.00	15.56	0.44	0.00
IDAHO	0.00	10.45	0.35	76.31	0.35	10.10	0.00	2.44
ILLINOIS	0.23	0.67	60.30	17.31	13.71	4.40	3.35	0.04
INDIANA	0.00	0.00	0.00	87.00	0.00	12.82	0.00	0.18
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	0.00	0.00	0.00	6.35	9.29	62.24	4.38	17.74
KENTUCKY	3.56	0.00	35.98	0.83	7.12	50.67	0.06	1.78
LOUISIANA	0.00	0.00	0.90	0.00	0.00	98.69	0.00	0.41
MAINE	16.45	3.29	2.30	0.99	38.32	7.40	25.82	5.43
MARYLAND	7.20	12.58	1.45	7.78	0.44	38.76	30.76	1.02
MASSACHUSETTS	0.00	0.00	0.00	0.00	82.61	0.00	15.03	2.37
MICHIGAN	0.53	0.67	23.07	69.23	.	5.50	0.61	0.39
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	93.04	0.00	6.96
MISSOURI	0.00	0.00	0.00	81.46	2.45	14.62	0.00	1.47
MONTANA	0.00	0.00	0.00	0.00	0.00	98.32	0.00	1.68
NEBRASKA	0.00	0.00	0.00	0.00	0.00	89.84	0.00	10.16
NEVADA	.	78.05	21.95	.	.	.	.	.
NEW HAMPSHIRE	9.86	1.22	4.59	60.54	6.22	7.70	9.86	0.00
NEW JERSEY	2.33	9.41	5.10	51.30	10.32	21.53	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	8.06	0.00	46.37	0.00	45.56
NEW YORK	0.00	0.00	0.00	0.00	47.70	28.98	0.00	23.32
NORTH CAROLINA	3.78	6.88	1.28	0.00	4.58	57.14	21.11	5.22
NORTH DAKOTA	.	.	.	.	6.45	87.10	1.61	4.84
OHIO	0.00	0.00	0.00	95.10	0.00	4.25	0.00	0.65
OKLAHOMA	0.00	0.16	15.83	4.36	2.26	77.22	0.00	0.16
OREGON	34.76	14.63	27.01	3.96	8.43	4.99	1.73	4.49
PENNSYLVANIA	3.95	1.41	9.43	15.09	52.97	2.30	9.42	5.42
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	9.32	17.95	12.35	59.44	0.93
TENNESSEE	0.22	1.20	1.09	14.24	0.11	78.37	0.00	4.78
TEXAS	2.20	22.94	42.10	12.60	5.83	8.78	0.19	5.38
UTAH	0.00	0.00	78.22	9.60	0.00	3.01	0.00	9.17
VERMONT	11.51	0.16	28.53	17.34	8.10	5.67	10.37	18.31
VIRGINIA	28.47	5.34	14.04	1.20	0.16	39.55	3.91	7.34
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	13.81	2.55	10.36	7.96	1.80	41.14	0.00	22.37
WISCONSIN	0.22	0.65	6.97	0.00	0.00	91.94	0.00	0.22
WYOMING	0.00	0.00	0.00	18.52	0.00	81.48	0.00	0.00
AMERICAN SAMOA	0.00	37.21	62.79	0.00	0.00	0.00	0.00	0.00
GUAM	14.53	7.27	61.25	12.11	2.08	1.38	0.00	1.38
NORTHERN MARIANAS	49.25	45.23	5.53	0.00	0.00	0.00	0.00	0.00
PALAU	66.43	33.57	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4.15	4.36	27.77	27.69	13.99	14.91	4.00	3.12
50 STATES, D.C. & P.R.	3.94	4.23	27.78	27.83	14.07	14.99	4.02	3.14

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB14

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	0	0	44	62	33	437	109	59
ALASKA	1,015	1,096	146	0	0	0	0	0
ARIZONA	0	46	20	263	0	280	7	22
ARKANSAS	1	0	0	48	8	423	0	0
CALIFORNIA	114	0	9	342	0	1,838	0	45
COLORADO	0	0	20	193	30	320	0	209
CONNECTICUT	110	163	230	143	91	200	139	0
DELAWARE	494	430	1,013	916	2	19	38	74
DISTRICT OF COLUMBIA	0	53	2,169	721	392	5	281	49
FLORIDA	0	0	0	0	0	413	236	0
GEORGIA	0	0	1	140	0	861	0	0
HAWAII	18	8	83	64	0	35	1	0
IDAHO	0	0	0	4	1	29	0	0
ILLINOIS	77	253	22,950	6,524	4,996	1,667	1,234	14
INDIANA	0	0	0	1,215	0	453	0	0
IOWA	.	.	.	.	.	557	.	.
KANSAS	0	0	0	97	6	934	59	22
KENTUCKY	0	0	109	13	20	797	1	1
LOUISIANA	0	0	11	0	0	1,186	0	5
MAINE	100	20	14	4	220	38	157	33
MARYLAND	99	173	20	84	6	510	423	2
MASSACHUSETTS	0	0	0	0	3,866	0	726	118
MICHIGAN	63	79	2,447	7,479	.	642	72	37
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	412	0	21
MISSOURI	0	0	0	1,770	55	327	0	33
MONTANA	0	0	0	0	0	94	0	0
NEBRASKA	0	0	0	0	0	161	0	12
NEVADA	.	32	0	.	.	.	.	.
NEW HAMPSHIRE	49	6	25	373	40	57	69	0
NEW JERSEY	71	285	134	1,641	258	607	0	0
NEW MEXICO	0	0	0	0	0	110	0	113
NEW YORK	0	0	0	0	1,482	996	0	807
NORTH CAROLINA	71	129	24	0	81	1,060	380	97
NORTH DAKOTA	.	.	.	.	4	48	1	.
OHIO	0	0	0	5,497	.	362	.	9
OKLAHOMA	0	1	98	27	9	456	0	1
OREGON	1,086	629	584	59	242	216	76	110
PENNSYLVANIA	46	93	248	585	3,599	179	727	191
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	165	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	31	77	52	239	1
TENNESSEE	0	0	0	110	0	709	0	14
TEXAS	144	1,799	2,668	831	492	579	12	355
UTAH	0	0	296	67	0	21	0	64
VERMONT	14	0	9	53	17	30	62	3
VIRGINIA	341	66	166	13	2	478	49	80
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	9	17	3	21	0	268	0	0
WISCONSIN	1	3	32	0	0	405	0	1
WYOMING	0	0	0	15	0	64	0	0
AMERICAN SAMOA	0	16	27	0	0	0	0	0
GUAM	22	20	87	35	6	4	0	4
NORTHERN MARIANAS	92	75	10	0	0	0	0	0
PALAU	171	85	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,208	5,577	33,697	29,440	16,035	19,339	5,263	2,606
50 STATES, D.C. & P.R.	3,923	5,381	33,573	29,405	16,029	19,335	5,263	2,602

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB14

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	5.91	8.33	4.44	58.74	14.65	7.93
ALASKA	44.97	48.56	6.47	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	7.21	3.13	41.22	0.00	43.89	1.10	3.45
ARKANSAS	0.21	0.00	0.00	10.00	1.67	88.13	0.00	0.00
CALIFORNIA	4.86	0.00	0.38	14.57	0.00	78.28	0.00	1.92
COLORADO	0.00	0.00	2.59	25.00	3.89	41.45	0.00	27.07
CONNECTICUT	10.22	15.15	21.38	13.29	8.46	18.59	12.92	0.00
DELAWARE	16.54	14.40	33.92	30.68	0.07	0.64	1.27	2.48
DISTRICT OF COLUMBIA	0.00	1.44	59.10	19.65	10.68	0.14	7.66	1.34
FLORIDA	0.00	0.00	0.00	0.00	0.00	63.64	36.36	0.00
GEORGIA	0.00	0.00	0.10	13.97	0.00	85.93	0.00	0.00
HAWAII	8.61	3.83	39.71	30.62	0.00	16.75	0.48	0.00
IDAHO	0.00	0.00	0.00	11.76	2.94	85.29	0.00	0.00
ILLINOIS	0.20	0.67	60.85	17.30	13.25	4.42	3.27	0.04
INDIANA	0.00	0.00	0.00	72.84	0.00	27.16	0.00	0.00
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	0.00	0.00	0.00	8.68	0.54	83.54	5.28	1.97
KENTUCKY	0.00	0.00	11.58	1.38	2.13	84.70	0.11	0.11
LOUISIANA	0.00	0.00	0.92	0.00	0.00	98.67	0.00	0.42
MAINE	17.06	3.41	2.39	0.68	37.54	6.48	26.79	5.63
MARYLAND	7.52	13.14	1.52	6.38	0.46	38.72	32.12	0.15
MASSACHUSETTS	0.00	0.00	0.00	0.00	82.08	0.00	15.41	2.51
MICHIGAN	0.58	0.73	22.62	69.13	.	5.93	0.67	0.34
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	95.15	0.00	4.85
MISSOURI	0.00	0.00	0.00	81.01	2.52	14.97	0.00	1.51
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	93.06	0.00	6.94
NEVADA	.	100.00	0.00	.	.	.	.	.
NEW HAMPSHIRE	7.92	0.97	4.04	60.26	6.46	9.21	11.15	0.00
NEW JERSEY	2.37	9.51	4.47	54.77	8.61	20.26	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	49.33	0.00	50.67
NEW YORK	0.00	0.00	0.00	0.00	45.11	30.32	0.00	24.57
NORTH CAROLINA	3.85	7.00	1.30	0.00	4.40	57.55	20.63	5.27
NORTH DAKOTA	.	.	.	.	7.55	90.57	1.89	.
OHIO	0.00	0.00	0.00	93.68	.	6.17	.	0.15
OKLAHOMA	0.00	0.17	16.55	4.56	1.52	77.03	0.00	0.17
OREGON	36.18	20.95	19.45	1.97	8.06	7.20	2.53	3.66
PENNSYLVANIA	0.81	1.64	4.38	10.32	63.50	3.16	12.83	3.37
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	7.75	19.25	13.00	59.75	0.25
TENNESSEE	0.00	0.00	0.00	13.21	0.00	85.11	0.00	1.68
TEXAS	2.09	26.15	38.78	12.08	7.15	8.42	0.17	5.16
UTAH	0.00	0.00	66.07	14.96	0.00	4.69	0.00	14.29
VERMONT	7.45	0.00	4.79	28.19	9.04	15.96	32.98	1.60
VIRGINIA	28.54	5.52	13.89	1.09	0.17	40.00	4.10	6.69
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	2.83	5.35	0.94	6.60	0.00	84.28	0.00	0.00
WISCONSIN	0.23	0.68	7.24	0.00	0.00	91.63	0.00	0.23
WYOMING	0.00	0.00	0.00	18.99	0.00	81.01	0.00	0.00
AMERICAN SAMOA	0.00	37.21	62.79	0.00	0.00	0.00	0.00	0.00
GUAM	12.36	11.24	48.88	19.66	3.37	2.25	0.00	2.25
NORTHERN MARIANAS	51.98	42.37	5.65	0.00	0.00	0.00	0.00	0.00
PALAU	66.80	33.20	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	3.62	4.80	29.01	25.34	13.80	16.65	4.53	2.24
50 STATES, D.C. & P.R.	3.40	4.66	29.06	25.46	13.88	16.74	4.56	2.25

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB15

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	1	0	49	26	24	10	26	75
ALASKA	61	21	20	0	0	0	0	0
ARIZONA	92	8	94	107	16	0	0	86
ARKANSAS	1	0	0	8	626	13	0	42
CALIFORNIA	0	0	0	40	0	119	0	4
COLORADO	0	0	30	541	275	23	0	57
CONNECTICUT	155	19	109	28	26	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	68	117	14	0	0	0
FLORIDA	0	0	0	0	188	64	0	0
GEORGIA	52	0	52	38	0	22	0	249
HAWAII	0	0	7	9	0	0	0	0
IDAHO	0	30	1	215	0	0	0	7
ILLINOIS	10	4	140	105	254	18	47	0
INDIANA	0	0	0	2,150	0	43	0	7
IOWA	.	.	.	.	.	15	.	.
KANSAS	0	0	0	0	136	17	8	249
KENTUCKY	56	0	457	0	92	0	0	27
LOUISIANA	0	0	0	0	0	20	0	0
MAINE	0	0	0	2	13	7	0	0
MARYLAND	0	0	0	23	0	23	0	12
MASSACHUSETTS	0	0	0	0	252	0	23	0
MICHIGAN	0	0	278	698	.	8	0	9
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	29	0	12
MISSOURI	0	0	0	58	0	1	0	0
MONTANA	0	0	0	0	0	23	0	2
NEBRASKA	0	0	0	0	0	7	0	7
NEVADA	.	0	9	.	.	.	.	.
NEW HAMPSHIRE	24	3	9	75	6	0	4	0
NEW JERSEY	8	34	39	98	92	123	0	0
NEW MEXICO	0	0	0	20	0	5	0	0
NEW YORK	0	0	0	0	169	7	0	0
NORTH CAROLINA	0	0	0	0	5	12	16	1
NORTH DAKOTA	.	.	.	.	0	6	0	3
OHIO	0	0	0	2,676	0	3	0	47
OKLAHOMA	0	0	0	0	5	22	0	0
OREGON	461	22	618	117	133	6	1	90
PENNSYLVANIA	264	18	493	601	563	2	13	235
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	9	0	1	16	3
TENNESSEE	2	11	10	21	1	12	0	30
TEXAS	42	142	895	235	1	164	4	100
UTAH	0	0	250	0	0	0	0	0
VERMONT	57	1	167	54	33	5	2	110
VIRGINIA	16	1	10	2	0	18	0	12
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	83	0	66	32	12	6	0	149
WISCONSIN	0	0	0	0	0	17	0	0
WYOMING	0	0	0	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	20	1	-90	0	0	0	0	0
NORTHERN MARIANAS	6	15	1	0	0	0	0	0
PALAU	13	8	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-
U.S. AND INSULAR AREAS	1,424	338	3,962	8,105	2,936	873	160	1,625
50 STATES, D.C. & P.R.	1,385	314	3,871	8,105	2,936	873	160	1,625

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LRXXNP1A)
02AUG93

TABLE AB15

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.47	0.00	23.22	12.32	11.37	4.74	12.32	35.55
ALASKA	59.80	20.59	19.61	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.83	1.99	23.33	26.55	3.97	0.00	0.00	21.34
ARKANSAS	0.14	0.00	0.00	1.16	90.72	1.88	0.00	6.09
CALIFORNIA	0.00	0.00	0.00	24.54	0.00	73.01	0.00	2.45
COLORADO	0.00	0.00	3.24	58.42	29.70	2.48	0.00	6.16
CONNECTICUT	45.99	5.64	32.34	8.31	7.72	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	34.17	58.79	7.04	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	74.60	25.40	0.00	0.00
GEORGIA	12.59	0.00	12.59	9.20	0.00	5.33	0.00	60.29
HAWAII	0.00	0.00	43.75	56.25	0.00	0.00	0.00	0.00
IDAHO	0.00	11.86	0.40	84.98	0.00	0.00	0.00	2.77
ILLINOIS	1.73	0.69	24.22	18.17	43.94	3.11	8.13	0.00
INDIANA	0.00	0.00	0.00	97.73	0.00	1.95	0.00	0.32
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	0.00	0.00	0.00	0.00	33.17	4.15	1.95	60.73
KENTUCKY	8.86	0.00	72.31	0.00	14.56	0.00	0.00	4.27
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	0.00	0.00	0.00	9.09	59.09	31.82	0.00	0.00
MARYLAND	0.00	0.00	0.00	39.66	0.00	39.66	0.00	20.69
MASSACHUSETTS	0.00	0.00	0.00	0.00	91.64	0.00	8.36	0.00
MICHIGAN	0.00	0.00	28.00	70.29	.	0.81	0.00	0.91
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	70.73	0.00	29.27
MISSOURI	0.00	0.00	0.00	98.31	0.00	1.69	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00	92.00	0.00	8.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	50.00	0.00	50.00
NEVADA	.	0.00	100.00	.	.	.	.	.
NEW HAMPSHIRE	19.83	2.48	7.44	61.98	4.96	0.00	3.31	0.00
NEW JERSEY	2.03	8.63	9.90	24.87	23.35	31.22	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	80.00	0.00	20.00	0.00	0.00
NEW YORK	0.00	0.00	0.00	0.00	96.02	3.98	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	14.71	35.29	47.06	2.94
NORTH DAKOTA	.	.	.	.	0.00	66.67	0.00	33.33
OHIO	0.00	0.00	0.00	98.17	0.00	0.11	0.00	1.72
OKLAHOMA	0.00	0.00	0.00	0.00	18.52	81.48	0.00	0.00
OREGON	31.84	1.52	42.68	8.08	9.19	0.41	0.07	6.22
PENNSYLVANIA	12.06	0.82	22.52	27.46	25.72	0.09	0.59	10.74
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	31.03	0.00	3.45	55.17	10.34
TENNESSEE	2.30	12.64	11.49	24.14	1.15	13.79	0.00	34.48
TEXAS	2.65	8.97	56.54	14.85	0.06	10.36	0.25	6.32
UTAH	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VERMONT	13.29	0.23	38.93	12.59	7.69	1.17	0.47	25.64
VIRGINIA	27.12	1.69	16.95	3.39	0.00	30.51	0.00	20.34
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	23.85	0.00	18.97	9.20	3.45	1.72	0.00	42.82
WISCONSIN	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	18.02	0.90	81.08	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	27.27	68.18	4.55	0.00	0.00	0.00	0.00	0.00
PALAU	61.90	38.10	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7.33	1.74	20.40	41.73	15.12	4.49	0.82	8.37
50 STATES, D.C. & P.R.	7.19	1.63	20.09	42.06	15.24	4.53	0.83	8.43

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXXP1A)
02AUG93

TABLE AB16

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
STATE-OPERATED OR STATE-SUPPORTED PROGRAMS
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	1	31	19	102	35	0
ALASKA	710	586	62	0	0	0	0	0
ARIZONA	0	0	0	116	0	94	0	7
ARKANSAS	1	0	0	19	3	108	0	0
CALIFORNIA	0	0	0	50	0	446	0	27
COLORADO	0	0	0	68	1	49	0	35
CONNECTICUT	73	75	107	71	42	37	40	0
DELAWARE	156	89	369	471	0	0	0	34
DISTRICT OF COLUMBIA	0	0	1,218	315	164	1	18	10
FLORIDA	0	0	0	0	0	102	17	0
GEORGIA	0	0	1	63	0	170	0	0
HAWAII	18	1	15	14	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	59	92	11,411	1,909	1,728	212	256	3
INDIANA	0	0	0	107	0	149	0	0
IOWA	.	.	.	.	.	110	.	.
KANSAS	0	0	0	8	4	228	7	9
KENTUCKY	0	0	8	0	2	171	0	0
LOUISIANA	0	0	3	0	0	226	0	0
MAINE	1	0	0	1	73	16	41	17
MARYLAND	1	0	0	61	2	136	45	0
MASSACHUSETTS	0	0	0	0	1,123	0	88	3
MICHIGAN	25	31	1,019	2,235	.	133	4	13
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	106	0	10
MISSOURI	0	0	0	631	11	72	0	19
MONTANA	0	0	0	0	0	45	0	0
NEBRASKA	0	0	0	0	0	25	0	8
NEVADA	.	0	0	.	.	.	.	.
NEW HAMPSHIRE	33	3	12	240	22	0	21	0
NEW JERSEY	30	123	71	518	128	120	0	0
NEW MEXICO	0	0	0	0	0	38	0	38
NEW YORK	0	0	0	0	574	103	0	223
NORTH CAROLINA	0	0	2	0	14	289	100	16
NORTH DAKOTA	.	.	.	.	3	25	0	.
OHIO	0	0	0	1,824	.	83	.	4
OKLAHOMA	0	0	1	1	6	104	0	0
OREGON	565	119	335	49	132	36	9	40
PENNSYLVANIA	13	15	80	110	1,109	13	150	63
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	31	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	16	30	19	83	1
TENNESSEE	0	0	0	51	0	164	0	6
TEXAS	60	748	1,228	346	84	240	4	147
UTAH	0	0	193	3	0	11	0	17
VERMONT	7	0	8	14	9	6	17	2
VIRGINIA	166	25	50	7	1	116	14	16
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	2	0	0	10	0	48	0	0
WISCONSIN	0	0	6	0	0	118	0	0
WYOMING	0	0	0	7	0	8	0	0
AMERICAN SAMOA	0	5	14	0	0	0	0	0
GUAM	14	10	31	2	0	1	0	0
NORTHERN MARIANAS	49	34	8	0	0	0	0	0
PALAU	50	25	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,033	1,981	16,253	9,368	5,284	4,280	980	768
50 STATES, D.C. & P.R.	1,920	1,907	16,200	9,366	5,284	4,279	980	768

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXMP1A)
02AUG93

TABLE AB16

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	0.53	16.49	10.11	54.26	18.62	0.00
ALASKA	52.28	43.15	4.57	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	53.46	0.00	43.32	0.00	3.23
ARKANSAS	0.76	0.00	0.00	14.50	2.29	82.44	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	9.56	0.00	85.28	0.00	5.16
COLORADO	0.00	0.00	0.00	44.44	0.65	32.03	0.00	22.88
CONNECTICUT	16.40	16.85	24.04	15.96	9.44	8.31	8.99	0.00
DELAWARE	13.94	7.95	32.98	42.09	0.00	0.00	0.00	3.04
DISTRICT OF COLUMBIA	0.00	0.00	70.57	18.25	9.50	0.06	1.04	0.58
FLORIDA	0.00	0.00	0.00	0.00	0.00	85.71	14.29	0.00
GEORGIA	0.00	0.00	0.43	26.92	0.00	72.65	0.00	0.00
HAWAII	37.50*	2.08	31.25	29.17	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.38	0.59	72.82	12.18	11.03	1.35	1.63	0.02
INDIANA	0.00	0.00	0.00	41.80	0.00	58.20	0.00	0.00
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	0.00	0.00	0.00	3.13	1.56	89.06	2.73	3.52
KENTUCKY	0.00	0.00	4.42	0.00	1.10	94.48	0.00	0.00
LOUISIANA	0.00	0.00	1.31	0.00	0.00	98.69	0.00	0.00
MAINE	0.67	0.00	0.00	0.67	48.99	10.74	27.52	11.41
MARYLAND	0.41	0.00	0.00	24.90	0.82	55.51	18.37	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	92.50	0.00	7.25	0.25
MICHIGAN	0.72	0.90	29.45	64.60	.	3.84	0.12	0.38
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	91.38	0.00	8.62
MISSOURI	0.00	0.00	0.00	86.08	1.50	9.82	0.00	2.59
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	75.76	0.00	24.24
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	9.97	0.91	3.63	72.51	6.65	0.00	6.34	0.00
NEW JERSEY	3.03	12.42	7.17	52.32	12.93	12.12	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	50.00	0.00	50.00
NEW YORK	0.00	0.00	0.00	0.00	63.78	11.44	0.00	24.78
NORTH CAROLINA	0.00	0.00	0.48	0.00	3.33	68.65	23.75	3.80
NORTH DAKOTA	.	.	.	.	10.71	89.29	0.00	.
OHIO	0.00	0.00	0.00	95.45	.	4.34	.	0.21
OKLAHOMA	0.00	0.00	0.89	0.89	5.36	92.86	0.00	0.00
OREGON	43.97	9.26	26.07	3.81	10.27	2.80	0.70	3.11
PENNSYLVANIA	0.84	0.97	5.15	7.08	71.41	0.84	9.66	4.06
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	10.74	20.13	12.75	55.70	0.67
TENNESSEE	0.00	0.00	0.00	23.08	0.00	74.21	0.00	2.71
TEXAS	2.10	26.18	42.98	12.11	2.94	8.40	0.14	5.15
UTAH	0.00	0.00	86.16	1.34	0.00	4.91	0.00	7.59
VERMONT	11.11	0.00	12.70	22.22	14.29	9.52	26.98	3.17
VIRGINIA	42.03	6.33	12.66	1.77	0.25	29.37	3.54	4.05
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	3.33	0.00	0.00	16.67	0.00	80.00	0.00	0.00
WISCONSIN	0.00	0.00	4.84	0.00	0.00	95.16	0.00	0.00
WYOMING	0.00	0.00	0.00	46.67	0.00	53.33	0.00	0.00
AMERICAN SAMOA	0.00	26.32	73.68	0.00	0.00	0.00	0.00	0.00
GUAM	24.14	17.24	53.45	3.45	0.00	1.72	0.00	0.00
NORTHERN MARIANAS	53.85	37.36	8.79	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	33.33	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4.96	4.84	39.69	22.88	12.90	10.45	2.39	1.88
50 STATES, D.C. & P.R.	4.72	4.69	39.80	23.01	12.98	10.51	2.41	1.89

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB17

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	22	26	6	272	66	37
ALASKA	287	463	72	0	0	0	0	0
ARIZONA	0	46	20	119	0	152	7	15
ARKANSAS	0	0	0	25	3	215	0	0
CALIFORNIA	0	0	0	135	0	921	0	16
COLORADO	0	0	2	70	18	221	0	147
CONNECTICUT	34	78	82	36	40	163	85	0
DELAWARE	176	280	574	368	1	19	18	34
DISTRICT OF COLUMBIA	0	40	849	298	170	1	209	35
FLORIDA	0	0	0	0	0	257	219	0
GEORGIA	0	0	0	57	0	477	0	0
HAWAII	0	5	56	27	0	33	1	0
IDAHO	0	0	0	0	0	24	0	0
ILLINOIS	15	139	10,225	3,594	2,574	1,032	688	11
INDIANA	0	0	0	160	0	249	0	0
IOWA	.	.	.	.	.	378	.	.
KANSAS	0	0	0	69	2	586	43	10
KENTUCKY	0	0	26	5	0	547	0	1
LOUISIANA	0	0	5	0	0	627	0	2
MAINE	92	18	13	3	120	12	101	15
MARYLAND	35	93	13	8	3	291	276	1
MASSACHUSETTS	0	0	0	0	2,109	0	327	104
MICHIGAN	21	32	1,030	3,249	.	475	66	17
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	175	0	8
MISSOURI	0	0	0	692	26	171	0	7
MONTANA	0	0	0	0	0	44	0	0
NEBRASKA	0	0	0	0	0	101	0	4
NEVADA	.	28	0	.	.	.	.	.
NEW HAMPSHIRE	15	3	10	113	13	55	44	0
NEW JERSEY	37	146	53	600	97	290	0	0
NEW MEXICO	0	0	0	0	0	57	0	48
NEW YORK	0	0	0	0	591	761	0	440
NORTH CAROLINA	58	65	21	0	40	580	150	77
NORTH DAKOTA	.	.	.	.	0	20	1	.
OHIO	0	0	0	1,975	.	181	.	1
OKLAHOMA	0	1	31	18	3	260	0	0
OREGON	467	438	181	8	106	134	67	57
PENNSYLVANIA	20	70	114	358	1,899	136	355	91
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	127	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	10	21	26	70	0
TENNESSEE	0	0	0	35	0	402	0	3
TEXAS	59	744	1,124	343	182	240	6	147
UTAH	0	0	94	26	0	9	0	45
VERMONT	5	0	0	28	8	13	37	1
VIRGINIA	156	34	71	4	1	210	33	50
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	7	7	2	8	0	139	0	0
WISCONSIN	1	3	21	0	0	217	0	1
WYOMING	0	0	0	6	0	39	0	0
AMERICAN SAMOA	0	11	12	0	0	0	0	0
GUAM	8	10	52	20	5	3	0	2
NORTHERN MARIANAS	39	40	1	0	0	0	0	0
PALAU	86	41	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,618	2,835	14,774	12,493	8,038	11,[illegible]15	2,996	1,427
50 STATES, D.C. & P.R.	1,485	2,733	14,709	12,473	8,033	11,212	2,996	1,425

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB17

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	0.00	0.00	5.13	6.06	1.40	63.40	15.38	8.62
ALASKA	34.91	56.33	8.76	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	12.81	5.57	33.15	0.00	42.34	1.95	4.18
ARKANSAS	0.00	0.00	0.00	10.29	1.23	88.48	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	12.59	0.00	85.91	0.00	1.49
COLORADO	0.00	0.00	0.44	15.28	3.93	48.25	0.00	32.10
CONNECTICUT	6.56	15.06	15.83	6.95	7.72	31.47	16.41	0.00
DELAWARE	11.97	19.05	39.05	25.03	0.07	1.29	1.22	2.31
DISTRICT OF COLUMBIA	0.00	2.50	53.00	18.60	10.61	0.06	13.05	2.18
FLORIDA	0.00	0.00	0.00	0.00	0.00	53.99	46.01	0.00
GEORGIA	0.00	0.00	0.00	10.67	0.00	89.33	0.00	0.00
HAWAII	0.00	4.17	45.00	22.50	0.00	27.50	0.83	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ILLINOIS	0.08	0.76	55.94	19.66	14.08	5.65	3.76	0.06
INDIANA	0.00	0.00	0.00	39.12	0.00	60.88	0.00	0.00
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	0.00	0.00	0.00	9.72	0.28	82.54	6.06	1.41
KENTUCKY	0.00	0.00	4.49	0.86	0.00	94.47	0.00	0.17
LOUISIANA	0.00	0.00	0.79	0.00	0.00	98.90	0.00	0.32
MAINE	24.60	4.81	3.48	0.80	32.09	3.21	27.01	4.01
MARYLAND	4.86	12.92	1.81	1.11	0.42	40.42	38.33	0.14
MASSACHUSETTS	0.00	0.00	0.00	0.00	83.03	0.00	12.87	4.09
MICHIGAN	0.43	0.65	21.06	66.44	.	9.71	1.35	0.35
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	95.63	0.00	4.37
MISSOURI	0.00	0.00	0.00	77.23	2.90	19.08	0.00	0.78
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	96.19	0.00	3.81
NEVADA	.	100.00	0.00	.	.	.	.	.
NEW HAMPSHIRE	5.93	1.19	3.95	44.66	5.14	21.74	17.39	0.00
NEW JERSEY	3.03	11.94	4.33	49.06	7.93	23.71	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	54.29	0.00	45.71
NEW YORK	0.00	0.00	0.00	0.00	32.98	42.47	0.00	24.55
NORTH CAROLINA	5.85	6.56	2.12	0.00	4.04	58.53	15.14	7.77
NORTH DAKOTA	.	.	.	.	0.00	95.24	4.76	.
OHIO	0.00	0.00	0.00	91.56	.	8.39	.	0.05
OKLAHOMA	0.00	0.32	9.90	5.75	0.96	83.07	0.00	0.00
OREGON	32.03	30.04	12.41	0.55	7.27	9.19	4.60	3.91
PENNSYLVANIA	0.66	2.30	3.75	11.76	62.41	4.47	11.67	2.99
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	7.87	16.54	20.47	55.12	0.00
TENNESSEE	0.00	0.00	0.00	7.95	0.00	91.36	0.00	0.68
TEXAS	2.07	26.15	39.51	12.06	6.40	8.44	0.21	5.17
UTAH	0.00	0.00	54.02	14.94	0.00	5.17	0.00	25.86
VERMONT	5.43	0.00	0.00	30.43	8.70	14.13	40.22	1.09
VIRGINIA	27.91	6.08	12.70	0.72	0.18	37.57	5.90	8.94
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	4.29	4.29	1.23	4.91	0.00	85.28	0.00	0.00
WISCONSIN	0.41	1.23	8.64	0.00	0.00	89.30	0.00	0.41
WYOMING	0.00	0.00	0.00	13.33	0.00	86.67	0.00	0.00
AMERICAN SAMOA	0.00	47.83	52.17	0.00	0.00	0.00	0.00	0.00
GUAM	8.00	10.00	52.00	20.00	5.00	3.00	0.00	2.00
NORTHERN MARIANAS	48.75	50.00	1.25	0.00	0.00	0.00	0.00	0.00
PALAU	67.72	32.28	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2.92	5.12	26.67	22.55	14.51	20.25	5.41	2.58
50 STATES, D.C. & P.R.	2.70	4.96	26.71	22.65	14.59	20.36	5.44	2.59

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB18

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	21	5	8	63	8	22
ALASKA	18	47	12	0	0	0	0	0
ARIZONA	0	0	0	28	0	34	0	0
ARKANSAS	0	0	0	4	2	100	0	0
CALIFORNIA	114	0	9	157	0	471	0	2
COLORADO	0	0	18	55	11	50	0	27
CONNECTICUT	3	10	41	36	9	0	14	0
DELAWARE	162	61	70	77	1	0	20	6
DISTRICT OF COLUMBIA	0	13	102	108	58	3	54	4
FLORIDA	0	0	0	0	0	54	0	0
GEORGIA	0	0	0	20	0	214	0	0
HAWAII	0	2	14	23	0	2	0	0
IDAHO	0	0	0	4	1	5	0	0
ILLINOIS	3	22	1,314	1,021	694	423	290	0
INDIANA	0	0	0	948	0	55	0	0
IOWA	.	.	.	.	.	69	.	.
KANSAS	0	0	0	20	8	120	9	3
KENTUCKY	0	0	75	8	18	79	1	0
LOUISIANA	0	0	3	0	0	333	0	3
MAINE	7	2	1	0	27	10	15	1
MARYLAND	63	80	7	15	1	83	102	1
MASSACHUSETTS	0	0	0	0	634	0	311	11
MICHIGAN	17	16	398	1,995	.	34	2	7
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	131	0	3
MISSOURI	0	0	0	447	18	84	0	7
MONTANA	0	0	0	0	0	5	0	0
NEBRASKA	0	0	0	0	0	35	0	0
NEVADA	.	4	0	.	.	.	.	.
NEW HAMPSHIRE	1	0	3	20	5	2	4	0
NEW JERSEY	4	16	10	523	33	197	0	0
NEW MEXICO	0	0	0	0	0	15	0	27
NEW YORK	0	0	0	0	317	132	0	144
NORTH CAROLINA	13	64	1	0	27	191	130	4
NORTH DAKOTA	.	.	.	.	1	3	0	.
OHIO	0	0	0	1,698	.	98	.	4
OKLAHOMA	0	0	66	8	0	92	0	1
OREGON	54	72	68	2	4	46	0	13
PENNSYLVANIA	13	8	54	117	591	30	222	37
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	7	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	5	28	7	86	0
TENNESSEE	0	0	0	24	0	143	0	5
TEXAS	25	307	316	142	226	99	2	61
UTAH	0	0	9	38	0	1	0	2
VERMONT	2	0	1	11	0	11	8	0
VIRGINIA	19	7	45	2	0	152	2	14
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0	10	1	3	0	81	0	0
WISCONSIN	0	0	5	0	0	70	0	0
WYOMING	0	0	0	2	0	17	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	4	13	1	0	0	2
NORTHERN MARIANAS	4	1	1	0	0	0	0	0
PALAU	35	19	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	557	761	2,670	7,579	2,713	3,844	1,287	411
50 STATES, D.C. & P.R.	518	741	2,664	7,566	2,712	3,844	1,287	409

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB18

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) STATE-OPERATED OR STATE-SUPPORTED PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	-PERCENTAGE-							
ALABAMA	0.00	0.00	16.54	3.94	6.30	49.61	6.30	17.32
ALASKA	23.38	61.04	15.58	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	45.16	0.00	54.84	0.00	0.00
ARKANSAS	0.00	0.00	0.00	3.77	1.89	94.34	0.00	0.00
CALIFORNIA	15.14	0.00	1.20	20.85	0.00	62.55	0.00	0.27
COLORADO	0.00	0.00	11.18	34.16	6.83	31.06	0.00	16.77
CONNECTICUT	2.65	8.85	36.28	31.86	7.96	0.00	12.39	0.00
DELAWARE	40.81	15.37	17.63	19.40	0.25	0.00	5.04	1.51
DISTRICT OF COLUMBIA	0.00	3.80	29.82	31.58	16.96	0.88	15.79	1.17
FLORIDA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	8.55	0.00	91.45	0.00	0.00
HAWAII	0.00	4.88	34.15	56.10	0.00	4.88	0.00	0.00
IDAHO	0.00	0.00	0.00	40.00	10.00	50.00	0.00	0.00
ILLINOIS	0.08	0.58	34.88	27.10	18.42	11.23	7.70	0.00
INDIANA	0.00	0.00	0.00	94.52	0.00	5.48	0.00	0.00
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	0.00	0.00	0.00	13.16	0.00	78.95	5.92	1.97
KENTUCKY	0.00	0.00	41.44	4.42	9.94	43.65	0.55	0.00
LOUISIANA	0.00	0.00	0.88	0.00	0.00	98.23	0.00	0.88
MAINE	11.11	3.17	1.59	0.00	42.86	15.87	23.81	1.59
MARYLAND	17.90	22.73	1.99	4.26	0.28	23.58	28.98	0.28
MASSACHUSETTS	0.00	0.00	0.00	0.00	66.32	0.00	32.53	1.15
MICHIGAN	0.69	0.65	16.12	80.80	.	1.38	0.08	0.28
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	97.76	0.00	2.24
MISSOURI	0.00	0.00	0.00	80.40	3.24	15.11	0.00	1.26
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEVADA	.	100.00	0.00	.	.	.	.	.
NEW HAMPSHIRE	2.86	0.00	8.57	57.14	14.29	5.71	11.43	0.00
NEW JERSEY	0.51	2.04	1.28	66.79	4.21	25.16	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	35.71	0.00	64.29
NEW YORK	0.00	0.00	0.00	0.00	53.46	22.26	0.00	24.28
NORTH CAROLINA	3.02	14.88	0.23	0.00	6.28	44.42	30.23	0.93
NORTH DAKOTA	.	.	.	.	25.00	75.00	0.00	.
OHIO	0.00	0.00	0.00	94.33	.	5.44	.	0.22
OKLAHOMA	0.00	0.00	39.52	4.79	0.00	55.09	0.00	0.60
OREGON	20.85	27.80	26.25	0.77	1.54	17.76	0.00	5.02
PENNSYLVANIA	1.21	0.75	5.04	10.91	55.13	2.80	20.71	3.45
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0.00	0.00	0.00	4.03	20.97	5.65	69.35	0.00
TENNESSEE	0.00	0.00	0.00	13.95	0.00	83.14	0.00	2.91
TEXAS	2.12	26.06	26.83	12.05	19.19	8.40	0.17	5.18
UTAH	0.00	0.00	18.00	76.00	0.00	2.00	0.00	4.00
VERMONT	6.06	0.00	3.03	33.33	0.00	33.33	24.24	0.00
VIRGINIA	7.88	2.90	18.67	0.83	0.00	63.07	0.83	5.81
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0.00	10.53	1.05	3.16	0.00	85.26	0.00	0.00
WISCONSIN	0.00	0.00	6.67	0.00	0.00	93.33	0.00	0.00
WYOMING	0.00	0.00	0.00	10.53	0.00	89.47	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	20.00	65.00	5.00	0.00	0.00	10.00
NORTHERN MARIANAS	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	64.81	35.19	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2.81	3.84	13.47	38.24	13.69	19.39	6.49	2.07
50 STATES, D.C. & P.R.	2.62	3.75	13.49	38.33	13.74	19.47	6.52	2.07

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LRXXNP1A)
02AUG93

TABLE AB19

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER								
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	11	0	3	0	0	0	0	371	0
ALASKA	148	58	73	5	0	0	0	36	1
ARIZONA	39	36	175	44	0	1	0	0	0
ARKANSAS	172	282	786	106	272	0	22	0	40
CALIFORNIA	27	5	11	6	0	0	0	0	0
COLORADO	260	551	1,594	52	0	0	1	0	15
CONNECTICUT	353	1,199	276	44	15	0	27	0	2
DELAWARE	177	291	170	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.
FLORIDA	245	169	2,711	1,955	0	19	0	0	66
GEORGIA	0	560	484	0	0	0	0	0	71
HAWAII	23	29	197	0	1	7	8	0	1
IDAHO	24	11	123	0	2	0	1	0	8
ILLINOIS	.	.	.	.	.	.	.	.	.
INDIANA	302	294	3,213	310	0	27	33	0	0
IOWA	.	.	12	.	.	.	.	.	.
KANSAS	290	206	396	17	2	1	0	0	2
KENTUCKY	205	207	628	46	5	0	0	0	10
LOUISIANA	106	82	1,112	442	2	48	71	0	28
MAINE	89	87	290	16	6	4	4	0	11
MARYLAND	21	18	78	244	8	0	4	0	7
MASSACHUSETTS	3,401	789	3,578	486	0	0	0	0	136
MICHIGAN	75	99	294	0	.	0	39	.	0
MINNESOTA	.	.	.	.	.	.	.	.	.
MISSISSIPPI	14	22	77	2	0	0	0	0	0
MISSOURI	0	0	4	0	0	0	0	0	0
MONTANA	0	5	103	0	0	0	0	0	0
NEBRASKA	0	0	9	0	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	149	59	135	34	44	0	18	0	9
NEW JERSEY	.	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	4	0	0	0	0	0	0
NEW YORK	2,427	2,703	5,771	2,470	0	0	0	0	132
NORTH CAROLINA	8	8	54	16	0	5	0	0	11
NORTH DAKOTA	106	40	264	56	3	4	12	.	17
OHIO	99	607	34	0	7	0	0	.	5
OKLAHOMA	15	20	91	21	0	4	0	0	1
OREGON	593	542	2,001	30	40	19	4	.	17
PENNSYLVANIA	2,287	987	5,368	1,358	2	25	12	16	28
PUERTO RICO	0	0	0	0	0	0	0	0	0
RHODE ISLAND	9	20	140	11	50	0	3	0	2
SOUTH CAROLINA	.	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0
TENNESSEE	27	54	56	22	1	13	0	0	2
TEXAS	.	.	.	.	.	.	.	.	.
UTAH	53	95	291	191	0	0	0	0	5
VERMONT	951	92	305	48	6	0	5	0	17
VIRGINIA	18	22	108	13	1	327	49	2	83
WASHINGTON	.	.	.	.	.	.	.	.	.
WEST VIRGINIA	3	23	179	48	0	0	0	0	2
WISCONSIN	164	157	1,221	111	0	0	0	0	10
WYOMING	.	.	.	.	.	.	.	22	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	98	81	11	0	0	0	0	0	4
PALAU	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	12,989	10,510	32,430	8,204	467	504	313	447	743
50 STATES, D.C. & P.R.	12,891	10,429	32,419	8,204	467	504	313	447	739

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE EIGHT EDUCATIONAL ENVIRONMENTS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXMP1A)
02AUG93

TABLE AB19

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	78.57	0.00	21.43	0.00	0.00	0.00	0.00	0.00
ALASKA	51.93	20.35	25.61	1.75	0.00	0.00	0.00	0.35
ARIZONA	13.22	12.20	59.32	14.92	0.00	0.34	0.00	0.00
ARKANSAS	10.24	16.79	46.79	6.31	16.19	0.00	1.31	2.38
CALIFORNIA	55.10	10.20	22.45	12.24	0.00	0.00	0.00	0.00
COLORADO	10.51	22.28	64.46	2.10	0.00	0.00	0.04	0.61
CONNECTICUT	18.42	62.58	14.41	2.30	0.78	0.00	1.41	0.10
DELAWARE	27.74	45.61	26.65	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	4.74	3.27	52.49	37.85	0.00	0.37	0.00	1.28
GEORGIA	0.00	50.22	43.41	0.00	0.00	0.00	0.00	6.37
HAWAII	8.65	10.90	74.06	0.00	0.38	2.63	3.01	0.38
IDAHO	14.20	6.51	72.78	0.00	1.18	0.00	0.59	4.73
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	7.23	7.04	76.88	7.42	0.00	0.65	0.79	0.00
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	31.73	22.54	43.33	1.86	0.22	0.11	0.00	0.22
KENTUCKY	18.62	18.80	57.04	4.18	0.45	0.00	0.00	0.91
LOUISIANA	5.61	4.34	58.80	23.37	0.11	2.54	3.75	1.48
MAINE	17.55	17.16	57.20	3.16	1.18	0.79	0.79	2.17
MARYLAND	5.53	4.74	20.53	64.21	2.11	0.00	1.05	1.84
MASSACHUSETTS	40.54	9.40	42.65	5.79	0.00	0.00	0.00	1.62
MICHIGAN	14.79	19.53	57.99	0.00	.	0.00	7.69	0.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	12.17	19.13	66.96	1.74	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	4.63	95.37	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	33.26	13.17	30.13	7.59	9.82	0.00	4.02	2.01
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	17.97	20.02	42.74	18.29	0.00	0.00	0.00	0.98
NORTH CAROLINA	7.84	7.84	52.94	15.69	0.00	4.90	0.00	10.78
NORTH DAKOTA	21.12	7.97	52.59	11.16	0.60	0.80	2.39	3.39
OHIO	13.16	80.72	4.52	0.00	0.93	0.00	0.00	0.66
OKLAHOMA	9.87	13.16	59.87	13.82	0.00	2.63	0.00	0.66
OREGON	18.27	16.70	61.65	0.92	1.23	0.59	0.12	0.52
PENNSYLVANIA	22.72	9.80	53.32	13.49	0.02	0.25	0.12	0.28
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	3.83	8.51	59.57	4.68	21.28	0.00	1.28	0.85
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	15.43	30.86	32.00	12.57	0.57	7.43	0.00	1.14
TEXAS	.	.	.	.	.	.	.	.
UTAH	8.35	14.96	45.83	30.08	0.00	0.00	0.00	0.79
VERMONT	66.78	6.46	21.42	3.37	0.42	0.00	0.35	1.19
VIRGINIA	2.90	3.54	17.39	2.09	0.16	52.66	7.89	13.37
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	1.18	9.02	70.20	18.82	0.00	0.00	0.00	0.78
WISCONSIN	9.86	9.44	73.42	6.67	0.00	0.00	0.00	0.60
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	50.52	41.75	5.67	0.00	0.00	0.00	0.00	2.06
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	19.63	15.89	49.02	12.40	0.71	0.76	0.47	1.12
50 STATES, D.C. & P.R.	19.54	15.81	49.15	12.44	0.71	0.76	0.47	1.12

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBKXNP1A)
02AUG93

TABLE AB20

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	10	0	3	0	0	0	0	0
ALASKA	146	46	68	5	0	0	0	1
ARIZONA	37	34	167	43	0	1	0	0
ARKANSAS	145	273	735	105	251	0	22	39
CALIFORNIA	23	5	11	6	0	0	0	0
COLORADO	242	523	1,545	50	0	0	1	13
CONNECTICUT	353	1,184	194	31	14	0	27	2
DELAWARE	173	289	160	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	207	165	2,136	1,777	0	19	0	49
GEORGIA	0	518	426	0	0	0	0	0
HAWAII	23	25	197	0	1	7	8	1
IDAHO	18	10	93	0	0	0	1	8
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	271	294	3,083	305	0	27	33	0
IOWA	.	.	11	.	.	.	.	.
KANSAS	240	160	370	16	1	1	0	2
KENTUCKY	196	206	619	46	5	0	0	10
LOUISIANA	91	72	849	378	0	48	64	25
MAINE	83	86	286	16	6	4	4	11
MARYLAND	21	18	78	244	8	0	4	7
MASSACHUSETTS	1,636	789	3,227	471	0	0	0	136
MICHIGAN	75	99	284	0	.	0	39	0
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	13	20	63	2	0	0	0	0
MISSOURI	0	0	4	0	0	0	0	0
MONTANA	0	5	88	0	0	0	0	0
NEBRASKA	0	0	9	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	112	53	82	23	40	0	18	3
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	4	0	0	0	0	0
NEW YORK	2,425	2,698	5,762	2,467	0	0	0	132
NORTH CAROLINA	8	8	54	16	0	5	0	11
NORTH DAKOTA	87	35	157	15	1	3	9	9
OHIO	44	445	26	.	7	.	.	5
OKLAHOMA	15	20	90	21	0	3	0	1
OREGON	521	519	1,879	28	37	19	4	15
PENNSYLVANIA	1,962	932	5,054	1,296	2	24	11	28
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	7	14	99	11	41	0	3	2
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	27	54	56	22	1	13	0	2
TEXAS	.	.	.	.	.	.	.	.
UTAH	53	95	291	191	0	0	0	5
VERMONT	843	91	301	36	4	0	5	11
VIRGINIA	18	22	101	11	1	309	49	75
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	3	17	143	48	0	0	0	2
WISCONSIN	135	138	724	67	0	0	0	7
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	92	66	10	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	10,355	10,032	29,539	7,747	420	483	302	614
50 STATES, D.C. & P.R.	10,263	9,966	29,529	7,747	420	483	302	612

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB20

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
	PERCENTAGE							
ALABAMA	76.92	0.00	23.08	0.00	0.00	0.00	0.00	0.00
ALASKA	54.89	17.29	25.56	1.88	0.00	0.00	0.00	0.38
ARIZONA	13.12	12.06	59.22	15.25	0.00	0.35	0.00	0.00
ARKANSAS	9.24	17.39	46.82	6.69	15.99	0.00	1.40	2.48
CALIFORNIA	51.11	11.11	24.44	13.33	0.00	0.00	0.00	0.00
COLORADO	10.19	22.03	65.08	2.11	0.00	0.00	0.04	0.55
CONNECTICUT	19.56	65.60	10.75	1.72	0.78	0.00	1.50	0.11
DELAWARE	27.81	46.46	25.72	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	4.76	3.79	49.07	40.82	0.00	0.44	0.00	1.13
GEORGIA	0.00	54.87	45.13	0.00	0.00	0.00	0.00	0.00
HAWAII	8.65	10.90	74.06	0.00	0.38	2.63	3.01	0.38
IDAHO	13.85	7.69	71.54	0.00	0.00	0.00	0.77	6.15
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	6.75	7.33	76.83	7.60	0.00	0.67	0.82	0.00
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	30.38	20.25	46.84	2.03	0.13	0.13	0.00	0.25
KENTUCKY	18.11	19.04	57.21	4.25	0.46	0.00	0.00	0.92
LOUISIANA	5.96	4.72	55.60	24.75	0.00	3.14	4.19	1.64
MAINE	16.73	17.34	57.66	3.23	1.21	0.81	0.81	2.22
MARYLAND	5.53	4.74	20.53	64.21	2.11	0.00	1.05	1.84
MASSACHUSETTS	26.14	12.61	51.56	7.53	0.00	0.00	0.00	2.17
MICHIGAN	15.09	19.92	57.14	0.00	.	0.00	7.85	0.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	13.27	20.41	64.29	2.04	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	5.38	94.62	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	33.84	16.01	24.77	6.95	12.08	0.00	5.44	0.91
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	17.98	20.01	42.73	18.30	0.00	0.00	0.00	0.98
NORTH CAROLINA	7.84	7.84	52.94	15.69	0.00	4.90	0.00	10.78
NORTH DAKOTA	27.53	11.08	49.68	4.75	0.32	0.95	2.85	2.85
OHIO	8.35	84.44	4.93	.	1.33	.	.	0.95
OKLAHOMA	10.00	13.33	60.00	14.00	0.00	2.00	0.00	0.67
OREGON	17.24	17.17	62.18	0.93	1.22	0.63	0.13	0.50
PENNSYLVANIA	21.08	10.01	54.29	13.92	0.02	0.26	0.12	0.30
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	3.95	7.91	55.93	6.21	23.16	0.00	1.69	1.13
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	15.43	30.86	32.00	12.57	0.57	7.43	0.00	1.14
TEXAS	.	.	.	.	.	.	.	.
UTAH	8.35	14.96	45.83	30.08	0.00	0.00	0.00	0.79
VERMONT	65.30	7.05	23.32	2.79	0.31	0.00	0.39	0.85
VIRGINIA	3.07	3.75	17.24	1.88	0.17	52.73	8.36	12.80
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	1.41	7.98	67.14	22.54	0.00	0.00	0.00	0.94
WISCONSIN	12.61	12.89	67.60	6.26	0.00	0.00	0.00	0.65
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	54.12	38.82	5.88	0.00	0.00	0.00	0.00	1.18
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17.41	16.86	49.65	13.02	0.71	0.81	0.51	1.03
50 STATES, D.C. & P.R.	17.30	16.80	49.78	13.06	0.71	0.81	0.51	1.03

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB21

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1	0	0	0	0	0	0	0
ALASKA	2	12	5	0	0	0	0	0
ARIZONA	2	2	8	1	0	0	0	0
ARKANSAS	27	9	51	1	21	0	0	1
CALIFORNIA	4	0	0	0	0	0	0	0
COLORADO	18	28	49	2	0	0	0	2
CONNECTICUT	0	15	82	13	1	0	0	0
DELAWARE	4	2	10	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	38	4	575	178	0	0	0	17
GEORGIA	0	42	58	0	0	0	0	71
HAWAII	0	0	0	0	0	0	0	0
IDAHO	6	1	30	0	2	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	31	0	130	5	0	0	0	0
IOWA	.	.	1	.	.	.	.	.
KANSAS	50	46	26	1	1	0	0	0
KENTUCKY	9	1	9	0	0	0	0	0
LOUISIANA	15	10	263	64	2	0	7	3
MAINE	6	1	4	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	1,765	0	351	15	0	0	0	0
MICHIGAN	0	0	10	0	.	0	0	0
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1	2	14	0	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	0	0	15	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	37	6	53	11	4	0	0	6
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	2	5	9	3	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	19	5	107	41	2	1	3	8
OHIO	55	162	8	0	0	0	0	0
OKLAHOMA	0	0	1	0	0	1	0	0
OREGON	72	23	122	2	3	0	0	2
PENNSYLVANIA	325	55	314	62	0	1	1	0
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	2	6	41	0	9	0	0	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0
TEXAS	.	.	.	.	.	.	.	.
UTAH	0	0	0	0	0	0	0	0
VERMONT	108	1	4	12	2	0	0	6
VIRGINIA	0	0	7	2	0	18	0	8
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0	6	36	0	0	0	0	0
WISCONSIN	29	19	497	44	0	0	0	3
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	6	15	1	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,634	478	2,891	457	47	21	11	129
50 STATES, D.C. & P.R.	2,628	463	2,890	457	47	21	11	127

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB21

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	10.53	63.16	26.32	0.00	0.00	0.00	0.00	0.00
ARIZONA	15.38	15.38	61.54	7.69	0.00	0.00	0.00	0.00
ARKANSAS	24.55	8.18	46.36	0.91	19.09	0.00	0.00	0.91
CALIFORNIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
COLORADO	18.18	28.28	49.49	2.02	0.00	0.00	0.00	2.02
CONNECTICUT	0.00	13.51	73.87	11.71	0.90	0.00	0.00	0.00
DELAWARE	25.00	12.50	62.50	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	4.68	0.49	70.81	21.92	0.00	0.00	0.00	2.09
GEORGIA	0.00	24.56	33.92	0.00	0.00	0.00	0.00	41.52
HAWAII	.	.	.	.	.	.	.	.
IDAHO	15.38	2.56	76.92	0.00	5.13	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	18.67	0.00	78.31	3.01	0.00	0.00	0.00	0.00
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	40.32	37.10	20.97	0.81	0.81	0.00	0.00	0.00
KENTUCKY	47.37	5.26	47.37	0.00	0.00	0.00	0.00	0.00
LOUISIANA	4.12	2.75	72.25	17.58	0.55	0.00	1.92	0.82
MAINE	54.55	9.09	36.36	0.00	0.00	0.00	0.00	0.00
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	82.82	0.00	16.47	0.70	0.00	0.00	0.00	0.00
MICHIGAN	0.00	0.00	100.00	0.00	.	0.00	0.00	0.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	5.88	11.76	82.35	0.00	0.00	0.00	0.00	0.00
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	31.62	5.13	45.30	9.40	3.42	0.00	0.00	5.13
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	10.53	26.32	47.37	15.79	0.00	0.00	0.00	0.00
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	10.22	2.69	57.53	22.04	1.08	0.54	1.61	4.30
OHIO	24.44	72.00	3.56	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
OREGON	32.14	10.27	54.46	0.89	1.34	0.00	0.00	0.89
PENNSYLVANIA	42.88	7.26	41.42	8.18	0.00	0.13	0.13	0.00
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	3.45	10.34	70.69	0.00	15.52	0.00	0.00	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	.	.	.	.	.	.	.	.
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	81.20	0.75	3.01	9.02	1.50	0.00	0.00	4.51
VIRGINIA	0.00	0.00	20.00	5.71	0.00	51.43	0.00	22.86
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0.00	14.29	85.71	0.00	0.00	0.00	0.00	0.00
WISCONSIN	4.90	3.21	83.95	7.43	0.00	0.00	0.00	0.51
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	25.00	62.50	4.17	0.00	0.00	0.00	0.00	8.33
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	39.50	7.17	43.36	6.85	0.70	0.31	0.16	1.93
50 STATES, D.C. & P.R.	39.55	6.97	43.50	6.88	0.71	0.32	0.17	1.91

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBOONP1A)
02AUG93

TABLE AB22

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6	0	2	0	0	0	0	0
ALASKA	84	16	48	2	0	0	0	0
ARIZONA	26	25	103	14	0	1	0	0
ARKANSAS	116	160	399	52	128	0	8	21
CALIFORNIA	15	3	8	1	0	0	0	0
COLORADO	200	354	875	24	0	0	0	5
CONNECTICUT	7	27	74	15	5	0	1	0
DELAWARE	83	48	81	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.		.	.	.
FLORIDA	135	94	1,264	692	0	5	0	16
GEORGIA	0	357	226	0	0	0	0	0
HAWAII	4	5	48	0	0	7	1	0
IDAHO	15	5	51	0	0	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	227	139	1,765	119	0	1	8	0
IOWA	.	.	2	.	.	.	.	.
KANSAS	211	125	280	12	1	0	0	1
KENTUCKY	143	115	352	24	4	0	0	7
LOUISIANA	66	35	416	152	0	4	9	10
MAINE	17	22	82	3	1	0	0	1
MARYLAND	3	1	3	7	0	0	0	0
MASSACHUSETTS	961	331	1,549	118	0	0	0	13
MICHIGAN	18	14	116	0	.	0	5	0
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	11	8	42	1	0	0	0	0
MISSOURI	0	0	4	0	0	0	0	0
MONTANA	0	5	31	0	0	0	0	0
NEBRASKA	0	0	2	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	2,149	1,654	3,526	1,242	0	0	0	56
NORTH CAROLINA	6	6	20	11	0	4	0	1
NORTH DAKOTA	79	29	126	9	1	2	5	7
OHIO	22	277	5	.	0	.	.	1
OKLAHOMA	7	2	14	3	0	1	0	0
OREGON	350	281	740	13	17	0	1	4
PENNSYLVANIA	1,614	448	3,132	562	1	9	7	17
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	5	8	56	3	18	0	0	1
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	4	6	10	8	1	0	0	0
TEXAS	.	.	.	.	.	.	.	.
UTAH	34	58	185	101	0	0	0	2
VERMONT	573	29	55	7	3	0	1	8
VIRGINIA	9	4	39	7	0	98	14	14
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	1	7	56	11	0	0	0	1
WISCONSIN	116	114	496	25	0	0	0	5
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	49	26	8	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7,366	4,838	16,291	3,238	180	132	60	193
50 STATES, D.C. & P.R.	7,317	4,812	16,283	3,238	180	132	60	193

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB22

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
ALASKA	56.00	10.67	32.00	1.33	0.00	0.00	0.00	0.00
ARIZONA	15.38	14.79	60.95	8.28	0.00	0.59	0.00	0.00
ARKANSAS	13.12	18.10	45.14	5.88	14.48	0.00	0.90	2.38
CALIFORNIA	55.56	11.11	29.63	3.70	0.00	0.00	0.00	0.00
COLORADO	13.72	24.28	60.01	1.65	0.00	0.00	0.00	0.34
CONNECTICUT	5.43	20.93	57.36	11.63	3.88	0.00	0.78	0.00
DELAWARE	39.15	22.64	38.21	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	6.12	4.26	57.30	31.37	0.00	0.23	0.00	0.73
GEORGIA	0.00	61.23	38.77	0.00	0.00	0.00	0.00	0.00
HAWAII	6.15	7.69	73.85	0.00	0.00	10.77	1.54	0.00
IDAHO	20.55	6.85	69.86	0.00	0.00	0.00	0.00	2.74
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	10.05	6.15	78.13	5.27	0.00	0.04	0.35	0.00
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	33.49	19.84	44.44	1.90	0.16	0.00	0.00	0.16
KENTUCKY	22.17	17.83	54.57	3.72	0.62	0.00	0.00	1.09
LOUISIANA	9.54	5.06	60.12	21.97	0.00	0.58	1.30	1.45
MAINE	13.49	17.46	65.08	2.38	0.79	0.00	0.00	0.79
MARYLAND	21.43	7.14	21.43	50.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	32.34	11.14	52.12	3.97	0.00	0.00	0.00	0.44
MICHIGAN	11.76	9.15	75.82	0.00	.	0.00	3.27	0.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	17.74	12.90	67.74	1.61	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	13.89	86.11	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	24.91	19.17	40.87	14.40	0.00	0.00	0.00	0.65
NORTH CAROLINA	12.50	12.50	41.67	22.92	0.00	8.33	0.00	2.08
NORTH DAKOTA	30.62	11.24	48.84	3.49	0.39	0.78	1.94	2.71
OHIO	7.21	90.82	1.64	.	0.00	.	.	0.33
OKLAHOMA	25.93	7.41	51.85	11.11	0.00	3.70	0.00	0.00
OREGON	24.89	19.99	52.63	0.92	1.21	0.00	0.07	0.28
PENNSYLVANIA	27.88	7.74	54.09	9.71	0.02	0.16	0.12	0.29
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	5.49	8.79	61.54	3.30	19.78	0.00	0.00	1.10
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	13.79	20.69	34.48	27.59	3.45	0.00	0.00	0.00
TEXAS	.	.	.	.	.	.	.	.
UTAH	8.95	15.26	48.68	26.58	0.00	0.00	0.00	0.53
VERMONT	84.76	4.29	8.14	1.04	0.44	0.00	0.15	1.18
VIRGINIA	4.86	2.16	21.08	3.78	0.00	52.97	7.57	7.57
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	1.32	9.21	73.68	14.47	0.00	0.00	0.00	1.32
WISCONSIN	15.34	15.08	65.61	3.31	0.00	0.00	0.00	0.66
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	59.04	31.33	9.64	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	22.81	14.98	50.44	10.03	0.56	0.41	0.19	0.60
50 STATES, D.C. & P.R.	22.71	14.94	50.54	10.05	0.56	0.41	0.19	0.60

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB23

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	4	0	1	0	0	0	0	0
ALASKA	57	26	17	2	0	0	0	1
ARIZONA	10	5	48	23	0	0	0	0
ARKANSAS	26	99	275	42	96	0	14	16
CALIFORNIA	8	2	2	4	0	0	0	0
COLORADO	38	154	494	15	0	0	1	5
CONNECTICUT	292	994	95	14	3	0	8	2
DELAWARE	88	215	76	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	59	60	695	715	0	2	0	23
GEORGIA	0	142	174	0	0	0	0	0
HAWAII	17	22	100	0	1	0	7	1
IDAHO	3	5	34	0	0	0	0	5
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	42	142	1,116	141	0	17	16	0
IOWA	.	.	8	.	.	.	.	.
KANSAS	29	33	78	4	0	1	0	1
KENTUCKY	52	81	208	13	1	0	0	3
LOUISIANA	21	32	310	136	0	27	45	8
MAINE	51	52	150	8	5	2	4	9
MARYLAND	15	12	38	91	1	0	2	3
MASSACHUSETTS	596	398	1,156	238	0	0	0	66
MICHIGAN	52	70	142	0	.	0	34	0
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	12	16	1	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	0	0	43	0	0	0	0	0
NEBRASKA	0	0	7	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	76	37	58	19	17	0	8	1
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	2	0	0	0	0	0
NEW YORK	264	900	1,876	854	0	0	0	57
NORTH CAROLINA	2	2	26	5	0	1	0	10
NORTH DAKOTA	8	6	20	3	0	1	2	2
OHIO	16	137	13	.	7	.	.	2
OKLAHOMA	6	8	43	12	0	1	0	0
OREGON	143	210	750	10	19	4	2	6
PENNSYLVANIA	274	383	1,549	507	1	7	2	6
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	2	4	37	3	18	0	2	1
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	22	40	31	10	0	12	0	2
TEXAS	.	.	.	.	.	.	.	.
UTAH	19	37	101	65	0	0	0	2
VERMONT	232	56	158	24	1	0	3	1
VIRGINIA	9	14	46	4	1	140	33	49
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	2	6	56	20	0	0	0	0
WISCONSIN	17	24	169	25	0	0	0	2
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	39	39	1	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,591	4,459	10,219	3,008	171	215	183	286
50 STATES, D.C. & P.R.	2,552	4,420	10,218	3,008	171	215	183	284

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB23

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
ALASKA	55.34	25.24	16.50	1.94	0.00	0.00	0.00	0.97
ARIZONA	11.63	5.81	55.81	26.74	0.00	0.00	0.00	0.00
ARKANSAS	4.58	17.43	48.42	7.39	16.90	0.00	2.46	2.82
CALIFORNIA	50.00	12.50	12.50	25.00	0.00	0.00	0.00	0.00
COLORADO	5.37	21.78	69.87	2.12	0.00	0.00	0.14	0.71
CONNECTICUT	20.74	70.60	6.75	0.99	0.21	0.00	0.57	0.14
DELAWARE	23.22	56.73	20.05	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	3.80	3.86	44.72	46.01	0.00	0.13	0.00	1.48
GEORGIA	0.00	44.94	55.06	0.00	0.00	0.00	0.00	0.00
HAWAII	11.49	14.86	67.57	0.00	0.68	0.00	4.73	0.68
IDAHO	6.38	10.64	72.34	0.00	0.00	0.00	0.00	10.64
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	2.85	9.63	75.71	9.57	0.00	1.15	1.09	0.00
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	19.86	22.60	53.42	2.74	0.00	0.68	0.00	0.68
KENTUCKY	14.53	22.63	58.10	3.63	0.28	0.00	0.00	0.84
LOUISIANA	3.63	5.53	53.54	23.49	0.00	4.66	7.77	1.38
MAINE	18.15	18.51	53.38	2.85	1.78	0.71	1.42	3.20
MARYLAND	9.26	7.41	23.46	56.17	0.62	0.00	1.23	1.85
MASSACHUSETTS	24.29	16.22	47.11	9.70	0.00	0.00	0.00	2.69
MICHIGAN	17.45	23.49	47.65	0.00	.	0.00	11.41	0.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	41.38	55.17	3.45	0.00	0.00	0.00	0.00
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	35.19	17.13	26.85	8.80	7.87	0.00	3.70	0.46
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	6.68	22.78	47.48	21.61	0.00	0.00	0.00	1.44
NORTH CAROLINA	4.35	4.35	56.52	10.87	0.00	2.17	0.00	21.74
NORTH DAKOTA	19.05	14.29	47.62	7.14	0.00	2.38	4.76	4.76
OHIO	9.14	78.29	7.43	.	4.00	.	.	1.14
OKLAHOMA	8.57	11.43	61.43	17.14	0.00	1.43	0.00	0.00
OREGON	12.50	18.36	65.56	0.87	1.66	0.35	0.17	0.52
PENNSYLVANIA	10.04	14.03	56.76	18.58	0.04	0.26	0.07	0.22
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	2.99	5.97	55.22	4.48	26.87	0.00	2.99	1.49
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	18.80	34.19	26.50	8.55	0.00	10.26	0.00	1.71
TEXAS	.	.	.	.	.	.	.	.
UTAH	8.48	16.52	45.09	29.02	0.00	0.00	0.00	0.89
VERMONT	48.84	11.79	33.26	5.05	0.21	0.00	0.63	0.21
VIRGINIA	3.04	4.73	15.54	1.35	0.34	47.30	11.15	16.55
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	2.38	7.14	66.67	23.81	0.00	0.00	0.00	0.00
WISCONSIN	7.17	10.13	71.31	10.55	0.00	0.00	0.00	0.84
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	48.15	48.15	1.23	0.00	0.00	0.00	0.00	2.47
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	12.26	21.10	48.36	14.23	0.81	1.02	0.87	1.35
50 STATES, D.C. & P.R.	12.12	21.00	48.54	14.29	0.81	1.02	0.87	1.35

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB24

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP) LEA PROGRAMS DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	0	0	0	0	0	0
ALASKA	5	4	3	1	0	0	0	0
ARIZONA	1	4	16	6	0	0	0	0
ARKANSAS	3	14	61	11	27	0	0	2
CALIFORNIA	0	0	1	1	0	0	0	0
COLORADO	4	15	176	11	0	0	0	3
CONNECTICUT	54	163	25	2	6	0	18	0
DELAWARE	2	26	3	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	13	11	177	370	0	12	0	10
GEORGIA	0	19	26	0	0	0	0	0
HAWAII	2	2	49	0	0	0	0	0
IDAHO	0	0	8	0	0	0	1	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	2	13	202	45	0	9	9	0
IOWA	.	.	1	.	.	.	.	.
KANSAS	0	2	12	0	0	0	0	0
KENTUCKY	1	10	59	9	0	0	0	0
LOUISIANA	4	5	123	90	0	17	10	7
MAINE	15	12	54	5	0	2	0	1
MARYLAND	3	5	37	146	7	0	2	4
MASSACHUSETTS	79	60	522	115	0	0	0	57
MICHIGAN	5	15	26	0	.	0	0	0
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2	0	5	0	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	0	0	14	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	36	16	24	4	23	0	10	2
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	2	0	0	0	0	0
NEW YORK	12	144	360	371	0	0	0	19
NORTH CAROLINA	0	0	8	0	0	0	0	0
NORTH DAKOTA	0	0	11	3	0	0	2	0
OHIO	6	31	8	.	0	.	.	2
OKLAHOMA	2	10	33	6	0	1	0	1
OREGON	28	28	389	5	1	15	1	5
PENNSYLVANIA	74	101	373	227	0	8	2	5
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	2	6	5	5	0	1	0
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	1	8	15	4	0	1	0	0
TEXAS	.	.	.	.	.	.	.	.
UTAH	0	0	5	25	0	0	0	1
VERMONT	38	6	88	5	0	0	1	2
VIRGINIA	0	4	16	0	0	71	2	12
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0	4	31	17	0	0	0	1
WISCONSIN	2	0	59	17	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	4	1	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	398	735	3,029	1,501	69	136	59	135
50 STATES, D.C. & P.R.	394	734	3,028	1,501	69	136	59	135

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AB24

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS UNDER CHAPTER 1 OF ESEA (SOP)
LEA PROGRAMS
DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	38.46	30.77	23.08	7.69	0.00	0.00	0.00	0.00
ARIZONA	3.70	14.81	59.26	22.22	0.00	0.00	0.00	0.00
ARKANSAS	2.54	11.86	51.69	9.32	22.88	0.00	0.00	1.69
CALIFORNIA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
COLORADO	1.91	7.18	84.21	5.26	0.00	0.00	0.00	1.44
CONNECTICUT	20.15	60.82	9.33	0.75	2.24	0.00	6.72	0.00
DELAWARE	6.45	83.87	9.68	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	2.19	1.85	29.85	62.39	0.00	2.02	0.00	1.69
GEORGIA	0.00	42.22	57.78	0.00	0.00	0.00	0.00	0.00
HAWAII	3.77	3.77	92.45	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	80.00	0.00	0.00	0.00	10.00	10.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.71	4.64	72.14	16.07	0.00	3.21	3.21	0.00
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	0.00	14.29	85.71	0.00	0.00	0.00	0.00	0.00
KENTUCKY	1.27	12.66	74.68	11.39	0.00	0.00	0.00	0.00
LOUISIANA	1.56	1.95	48.05	35.16	0.00	6.64	3.91	2.73
MAINE	16.85	13.48	60.67	5.62	0.00	2.25	0.00	1.12
MARYLAND	1.47	2.45	18.14	71.57	3.43	0.00	0.98	1.96
MASSACHUSETTS	9.48	7.20	62.67	13.81	0.00	0.00	0.00	6.84
MICHIGAN	10.87	32.61	56.52	0.00	.	0.00	0.00	0.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	28.57	0.00	71.43	0.00	0.00	0.00	0.00	0.00
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	31.30	13.91	20.87	3.48	20.00	0.00	8.70	1.74
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	1.32	15.89	39.74	40.95	0.00	0.00	0.00	2.10
NORTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	68.75	18.75	0.00	0.00	12.50	0.00
OHIO	12.77	65.96	17.02	.	0.00	.	.	4.26
OKLAHOMA	3.77	18.87	62.26	11.32	0.00	1.89	0.00	1.89
OREGON	5.93	5.93	82.42	1.06	0.21	3.18	0.21	1.06
PENNSYLVANIA	9.37	12.78	47.22	28.73	0.00	1.01	0.25	0.63
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	0.00	10.53	31.58	26.32	26.32	0.00	5.26	0.00
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	3.45	27.59	51.72	13.79	0.00	3.45	0.00	0.00
TEXAS	.	.	.	.	.	.	.	.
UTAH	0.00	0.00	16.13	80.65	0.00	0.00	0.00	3.23
VERMONT	27.14	4.29	62.86	3.57	0.00	0.00	0.71	1.43
VIRGINIA	0.00	3.81	15.24	0.00	0.00	67.62	1.90	11.43
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	0.00	7.55	58.49	32.08	0.00	0.00	0.00	1.89
WISCONSIN	2.56	0.00	75.64	21.79	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	6.57	12.12	49.97	24.76	1.14	2.24	0.97	2.23
50 STATES, D.C. & P.R.	6.51	12.12	50.00	24.79	1.14	2.25	0.97	2.23

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
02AUG93

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH VARIOUS DISABILITIES AGE 6-21

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES		SPECIFIC LEARNING DISABILITIES		SPEECH OR LANGUAGE IMPAIRMENTS		MENTAL RETARDATION	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,822	410	1,409	118	511	63	1,808	66
ALASKA	815	51	414	21	158	13	64	2
ARIZONA	3,608	111	956	11	491	41	409	7
ARKANSAS	2,798	70	1,512	11	420	40	668	14
CALIFORNIA	24,113	1,730	14,743	1,058	5,444	391	1,356	97
COLORADO	3,413	59	1,504	7	433	16	290	10
CONNECTICUT	4,066	38	1,526	4	593	1	431	0
DELAWARE	936	90	261	20	74	17	80	3
DISTRICT OF COLUMBIA	780	34	370	11	118	6	135	4
FLORIDA	12,955	2,252	2,662	514	1,842	250	1,821	273
GEORGIA	7,498	280	1,807	46	841	67	2,541	62
HAWAII	1,159	180	414	123	146	12	103	11
IDAHO	966	65	548	18	117	26	201	4
ILLINOIS	17,017	198	5,296	20	2,423	94	2,449	10
INDIANA	5,562	650	2,035	213	739	65	1,758	188
IOWA	4,363	574	392	38	391	3	535	72
KANSAS	3,160	63	775	6	487	29	413	4
KENTUCKY	4,510	330	1,737	82	559	76	1,530	104
LOUISIANA	6,385	1,549	1,676	442	1,065	121	1,000	271
MAINE	1,889	142	723	38	318	24	265	19
MARYLAND	6,099	79	1,771	6	964	35	581	2
MASSACHUSETTS	7,769	410	.	.	.	.	.	.
MICHIGAN	12,852	536	5,231	212	2,393	27	1,338	73
MINNESOTA	6,679	378	2,427	74	1,140	27	1,623	65
MISSISSIPPI	3,484	256	2,047	129	515	58	637	51
MISSOURI	6,490	624	3,054	196	1,082	47	1,197	148
MONTANA	994	148	454	0	274	0	88	0
NEBRASKA	2,022	34	816	2	389	20	423	2
NEVADA	1,134	105	541	26	154	20	80	2
NEW HAMPSHIRE	1,703	340	671	99	439	53	193	39
NEW JERSEY	14,406	499	5,091	204	2,100	40	691	53
NEW MEXICO	2,843	483	66	13	452	92	63	5
NEW YORK	28,302	6,304	7,200	1,534	2,963	738	1,865	377
NORTH CAROLINA	6,391	896	2,414	254	697	135	1,731	162
NORTH DAKOTA	842	39	307	6	203	13	201	4
OHIO	11,772	469	3,645	156	1,183	55	3,764	61
OKLAHOMA	3,929	172	1,597	60	620	29	1,098	37
OREGON	2,477	137	1,050	27	455	31	382	16
PENNSYLVANIA	12,484	1,993	5,552	1,252	1,391	187	2,597	17
PUERTO RICO	2,649	37	67	0	27	0	799	0
RHODE ISLAND	1,297	14	571	5	175	2	86	0
SOUTH CAROLINA	4,184	495	1,502	196	568	103	1,178	108
SOUTH DAKOTA	870	201	.	.	218	1	.	.
TENNESSEE	4,761	226	2,382	83	564	40	932	42
TEXAS	16,133	1,069	.	300	.	220	.	148
UTAH	1,978	147	97	0	243	38	174	3
VERMONT	851	22	378	4	177	13	115	1
VIRGINIA	7,298	456	3,507	246	910	0	1,346	78
WASHINGTON	4,232	170	.	0	569	37	.	0
WEST VIRGINIA	1,885	328	143	107	370	56	911	87
WISCONSIN	6,467	734	2,125	178	1,172	29	1,129	137
WYOMING	771	27	.	.	136	8	.	.
AMERICAN SAMOA	44	10	0	0	7	2	8	1
GUAM	146	43	0	0	24	0	0	0
NORTHERN MARIANAS	26	1	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	115	0	20	0	6	0	33	0
BUR. OF INDIAN AFFAIRS	297	177	96	0	34	1	18	15
U.S. AND INSULAR AREAS	297,490	26,934	95,578	8,168	39,781	3,513	43,136	2,954
50 STATES, D.C. & P.R.	296,862	26,703	95,462	8,168	39,710	3,510	43,077	2,938

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL DISABILITIES' MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF CHILDREN SERVED.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(PEPNMX1A)
19OCT92

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH VARIOUS DISABILITIES AGE 6-21

DURING THE 1990-91 SCHOOL YEAR

STATE	EMOTIONAL DISTURBANCE		HEARING IMPAIRMENTS		MULTIPLE DISABILITIES		ORTHOPEDIC IMPAIRMENTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	453	72	98	11	136	14	24	4
ALASKA	65	5	16	1	73	6	11	0
ARIZONA	221	8	94	5	124	3	48	1
ARKANSAS	17	0	64	0	50	0	11	0
CALIFORNIA	699	50	351	25	314	23	405	29
COLORADO	648	15	93	2	360	6	50	0
CONNECTICUT	553	0	50	1	88	0	10	0
DELAWARE	101	0	31	1	38	0	23	5
DISTRICT OF COLUMBIA	86	10	7	1	29	0	15	2
FLORIDA	2,082	575	305	25	.	.	238	27
GEORGIA	1,803	84	233	10	.	.	100	6
HAWAII	79	13	48	0	52	10	24	0
IDAHO	29	10	19	2	13	4	14	0
ILLINOIS	2,321	33	632	1	245	.	333	8
INDIANA	594	134	172	11	118	16	62	10
IOWA	436	89	104	17	119	4	30	1
KANSAS	474	13	74	5	89	2	10	0
KENTUCKY	328	42	77	12	118	4	18	1
LOUISIANA	626	138	206	32	108	28	91	23
MAINE	353	47	47	1	148	10	5	0
MARYLAND	542	10	171	0	516	2	78	0
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	1,356	83	178	2	134	2	284	2
MINNESOTA	1,158	142	193	10	.	1	53	47
MISSISSIPPI	27	3	71	2	41	3	117	5
MISSOURI	775	191	86	11	21	3	46	18
MONTANA	58	0	10	0	17	0	58	0
NEBRASKA	218	4	36	0	55	0	25	0
NEVADA	71	22	26	7	68	9	8	6
NEW HAMPSHIRE	252	105	26	2	57	10	14	6
NEW JERSEY	1,380	69	118	10	850	49	46	4
NEW MEXICO	202	53	42	4	34	9	8	0
NEW YORK	3,345	1,111	860	222	816	290	71	16
NORTH CAROLINA	834	233	259	25	155	22	56	8
NORTH DAKOTA	62	11	35	2	0	.	5	.
OHIO	1,126	38	258	3	1,467	138	213	10
OKLAHOMA	216	31	85	2	201	11	32	1
OREGON	303	24	111	7	.	0	55	7
PENNSYLVANIA	1,641	199	441	51	443	230	162	25
PUERTO RICO	119	0	66	0	68	0	19	0
RHODE ISLAND	65	4	24	0	16	1	1	0
SOUTH CAROLINA	467	59	144	14	44	1	77	6
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	211	15	174	6	186	14	83	6
TEXAS	.	230	.	56	.	45	.	20
UTAH	157	11	25	0	121	9	10	0
VERMONT	73	1	31	1	34	0	7	0
VIRGINIA	931	76	173	7	53	2	59	8
WASHINGTON	.	0	.	0	.	0	.	0
WEST VIRGINIA	304	53	60	7	0	0	39	6
WISCONSIN	1,340	370	135	1	.	11	120	2
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	1	2	1	2	0	0	0
GUAM	4	3	5	5	3	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	6	0	2	0	5	0	0	0
BUR. OF INDIAN AFFAIRS	16	0	2	20	7	0	0	0
U.S. AND INSULAR AREAS	29,226	4,488	6,568	639	7,638	991	3,270	318
50 STATES, D.C. & P.R.	29,200	4,484	6,556	613	7,621	991	3,270	318

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL DISABILITIES' MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF CHILDREN SERVED.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
19OCT92

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
TO SERVE CHILDREN WITH VARIOUS DISABILITIES AGE 6-21

DURING THE 1990-91 SCHOOL YEAR

	OTHER HEALTH IMPAIRMENTS		VISUAL IMPAIRMENTS		DEAF-BLINDNESS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	36	9	32	7	3	1
ALASKA	6	2	8	1	1	0
ARIZONA	15	0	48	6	0	0
ARKANSAS	25	0	31	3	0	0
CALIFORNIA	643	46	152	11	6	0
COLORADO	.	.	27	4	7	0
CONNECTICUT	9	0	26	0	4	0
DELAWARE	120	0	8	1	28	1
DISTRICT OF COLUMBIA	11	0	8	0	2	0
FLORIDA	482	31	179	16	8	1
GEORGIA	51	3	119	3	2	2
HAWAII	8	0	26	3	1	0
IDAHO	20	0	4	0	0	1
ILLINOIS	.	0	245	0	.	5
INDIANA	2	3	79	9	3	1
IOWA	0	0	26	7	0	0
KANSAS	7	1	27	4	.	.
KENTUCKY	12	1	77	6	41	0
LOUISIANA	157	33	80	19	3	0
MAINE	20	1	5	1	4	0
MARYLAND	43	6	111	0	2	5
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	67	89	54	4	.	.
MINNESOTA	22	5	63	6	.	0
MISSISSIPPI	.	.	30	4	2	0
MISSOURI	70	2	25	8	10	0
MONTANA	26	0	8	0	0	0
NEBRASKA	35	0	24	2	2	1
NEVADA	17	2	8	7	2	1
NEW HAMPSHIRE	41	25	8	1	2	0
NEW JERSEY	39	1	62	11	21	4
NEW MEXICO	2	0	11	3	0	0
NEW YORK	388	88	272	66	.	.
NORTH CAROLINA	175	33	71	21	1	2
NORTH DAKOTA	6	1	22	4	0	.
OHIO	.	.	61	6	0	1
OKLAHOMA	10	0	58	1	12	0
OREGON	53	3	68	7	.	0
PENNSYLVANIA	18	0	235	29	5	3
PUERTO RICO	25	0	60	0	15	0
RHODE ISLAND	10	0	7	0	0	0
SOUTH CAROLINA	18	1	76	6	36	0
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	127	14	100	5	2	1
TEXAS	.	20	.	10	.	20
UTAH	1	0	13	2	0	0
VERMONT	9	0	11	1	1	0
VIRGINIA	63	8	89	7	0	0
WASHINGTON	.	0	.	0	.	0
WEST VIRGINIA	28	9	30	2	0	1
WISCONSIN	.	1	45	6	1	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	1	1	0
GUAM	0	0	0	0	2	0
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	3	0	2	0	0	0
BUR. OF INDIAN AFFAIRS	0	17	1	15	0	4
U.S. AND INSULAR AREAS	2,919	414	2,833	331	230	56
50 STATES, D.C. & P.R.	2,916	397	2,830	315	227	52

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL DISABILITIES' MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF CHILDREN SERVED.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
19OCT92

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1990-91 SCHOOL YEAR

	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,857	429	11	11	11	10	45	3
ALASKA	948	78	2	0	32	4	0	0
ARIZONA	3,715	136	79	3	53	12	0	0
ARKANSAS	1,610	57	7	0	21	17	1	0
CALIFORNIA	29,963	1,556	53	6	46	9	2	2
COLORADO	3,644	116	285	7	116	13	5	0
CONNECTICUT	5,232	53	396	5	115	1	2	0
DELAWARE	757	63	9	1	6	5	7	0
DISTRICT OF COLUMBIA	1,027	66	67	3	22	3	21	4
FLORIDA	12,862	1,145	318	26	201	42	15	0
GEORGIA	6,454	285	169	15	72	15	38	4
HAWAII	1,432	61	36	1	25	3	62	0
IDAHO	1,289	154	37	12	18	6	1	1
ILLINOIS	20,578	180	1,780	45	331	18	8	0
INDIANA	5,339	475	57	16	79	35	18	3
IOWA	4,116	53	200	3	46	3	13	0
KANSAS	4,302	39	168	4	66	9	1	0
KENTUCKY	3,159	421	19	18	36	34	21	1
LOUISIANA	7,506	338	236	16	90	38	1	1
MAINE	2,326	126	91	9	64	6	4	1
MARYLAND	6,015	84	130	2	140	19	10	1
MASSACHUSETTS	8,387	.	573	.	172	.	.	.
MICHIGAN	5,468	287	988	113	335	4	11	0
MINNESOTA	7,256	156	491	8	237	7	.	3
MISSISSIPPI	1,506	83	18	1	5	2	2	0
MISSOURI	4,084	0	52	0	79	0	0	0
MONTANA	1,037	246	7	1	13	4	0	0
NEBRASKA	1,659	15	14	0	21	3	0	0
NEVADA	796	103	1	2	11	7	.	1
NEW HAMPSHIRE	2,989	557	42	17	96	2	14	2
NEW JERSEY	15,170	278	1,195	35	288	7	10	24
NEW MEXICO	3,151	187	31	4	95	46	0	0
NEW YORK	25,002	0	0	0	316	0	3	0
NORTH CAROLINA	5,622	1,612	134	82	95	85	20	11
NORTH DAKOTA	932	45	39	7	19	3	1	1
OHIO	5,739	611	0	3	208	48	0	0
OKLAHOMA	2,722	73	10	0	55	6	7	1
OREGON	2,070	202	16	4	45	8	10	8
PENNSYLVANIA	9,473	736	158	9	130	19	2	1
PUERTO RICO	2,032	545	115	90	23	84	0	0
RHODE ISLAND	1,520	12	74	1	28	0	1	0
SOUTH CAROLINA	3,547	482	64	22	37	10	18	5
SOUTH DAKOTA	1,218	329	31	20	30	14	4	2
TENNESSEE	3,709	174	47	10	36	9	12	2
TEXAS	30,666	435	50	20	132	25	11	0
UTAH	2,212	148	44	9	22	11	2	2
VERMONT	1,529	7	4	0	10	0	0	0
VIRGINIA	7,321	625	382	28	160	31	5	0
WASHINGTON	3,801	164	44	4	150	27	0	0
WEST VIRGINIA	1,963	107	1	0	12	8	0	0
WISCONSIN	5,784	98	212	9	179	6	0	0
WYOMING	1,240	331	56	11	34	17	4	3
AMERICAN SAMOA	21	5	1	0	0	0	0	0
GUAM	304	70	2	1	3	3	6	2
NORTHERN MARIANAS	73	5	0	0	5	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	253	3	9	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	433	258	7	25	5	19	0	2
U.S. AND INSULAR AREAS	295,822	14,906	9,060	734	4,677	815	417	89
50 STATES, D.C. & P.R.	294,738	14,565	9,041	708	4,663	793	411	85

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1990-91 SCHOOL YEAR

STATE	PHYSICAL THERAPISTS		TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	29	20	1,641	248	98	18	161	16
ALASKA	26	3	604	36	7	2	37	3
ARIZONA	25	12	2,321	41	75	2	119	5
ARKANSAS	25	15	936	12	18	1	171	2
CALIFORNIA	12	7	22,048	1,047	759	43	902	71
COLORADO	45	10	2,093	43	59	3	172	3
CONNECTICUT	71	1	2,687	32	106	0	292	3
DELAWARE	6	2	354	32	20	1	44	2
DISTRICT OF COLUMBIA	8	0	322	26	31	4	51	4
FLORIDA	132	39	7,041	812	175	12	375	11
GEORGIA	80	14	3,727	121	34	7	386	14
HAWAII	33	12	532	21	9	0	14	2
IDAHO	9	6	875	60	10	6	68	1
ILLINOIS	210	33	11,356	0	145	1	769	1
INDIANA	72	31	2,960	229	31	4	321	29
IOWA	36	8	2,312	2	27	0	155	3
KANSAS	44	11	3,236	0	35	0	54	0
KENTUCKY	33	24	1,596	161	48	15	172	17
LOUISIANA	56	34	4,664	56	468	42	225	5
MAINE	41	4	1,434	65	13	5	165	10
MARYLAND	107	13	2,681	25	127	0	291	0
MASSACHUSETTS	94	.	4,974	.	117	.	361	.
MICHIGAN	186	0	1,965	0	85	7	661	84
MINNESOTA	103	13	4,490	63	268	8	244	11
MISSISSIPPI	10	4	672	27	30	0	180	7
MISSOURI	40	0	2,848	0	32	0	218	0
MONTANA	12	7	816	155	12	3	37	11
NEBRASKA	17	3	1,363	0	0	0	50	0
NEVADA	8	4	484	30	17	4	26	6
NEW HAMPSHIRE	35	0	1,530	342	20	1	220	8
NEW JERSEY	218	20	6,030	48	322	9	883	0
NEW MEXICO	73	47	1,640	30	40	1	142	2
NEW YORK	217	0	12,141	0	1,469	0	4,003	0
NORTH CAROLINA	88	72	3,521	533	40	62	242	38
NORTH DAKOTA	13	3	632	13	10	2	68	2
OHIO	174	38	3,410	258	106	14	401	44
OKLAHOMA	80	6	1,180	23	35	0	147	3
OREGON	42	6	880	81	44	11	154	6
PENNSYLVANIA	120	66	5,550	358	112	3	738	88
PUERTO RICO	22	78	535	0	105	0	121	0
RHODE ISLAND	28	0	697	9	102	1	58	0
SOUTH CAROLINA	35	12	1,898	198	62	12	194	18
SOUTH DAKOTA	28	14	541	102	86	15	201	46
TENNESSEE	39	8	2,812	91	25	0	179	5
TEXAS	75	10	11,079	250	118	0	677	0
UTAH	20	10	1,580	63	14	6	65	10
VERMONT	7	1	1,295	4	9	0	66	0
VIRGINIA	120	22	3,797	357	97	15	346	26
WASHINGTON	62	37	2,415	35	0	5	187	0
WEST VIRGINIA	13	5	1,135	60	11	1	82	1
WISCONSIN	131	18	3,358	16	269	5	218	16
WYOMING	16	20	799	116	17	7	52	23
AMERICAN SAMOA	0	0	3	0	0	0	2	0
GUAM	1	5	165	40	2	0	15	0
NORTHERN MARIANAS	0	2	32	1	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	95	1	2	0	10	0
BUR. OF INDIAN AFFAIRS	3	18	261	45	2	9	27	13
U.S. AND INSULAR AREAS	3,234	848	162,043	6,413	5,973	365	16,219	672
50 STATES, D.C. & P.R.	3,228	822	161,487	6,326	5,967	356	16,165	659

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS		DIAGNOSTIC STAFF		AUDIOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	102	9	69	26	78	13	6	5
ALASKA	21	2	69	4	23	2	5	7
ARIZONA	134	7	364	20	24	1	8	3
ARKANSAS	81	0	8	0	90	10	3	0
CALIFORNIA	2,382	133	2,207	144	236	14	51	7
COLORADO	202	8	333	13	8	4	25	1
CONNECTICUT	383	3	575	7	44	0	12	0
DELAWARE	69	2	74	7	49	1	5	0
DISTRICT OF COLUMBIA	167	6	104	6	43	1	2	0
FLORIDA	625	44	625	31	564	33	39	3
GEORGIA	322	7	436	29	65	12	33	3
HAWAII	315	2	6	2	140	8	5	0
IDAHO	51	13	92	19	6	4	10	2
ILLINOIS	968	14	1,398	52	49	2	46	0
INDIANA	1,192	39	340	36	30	8	17	8
IOWA	420	23	317	4	8	0	56	0
KANSAS	96	2	363	12	20	0	18	0
KENTUCKY	222	24	130	43	72	18	9	2
LOUISIANA	193	20	243	48	330	29	16	5
MAINE	0	0	85	8	43	5	8	1
MARYLAND	499	2	201	10	190	1	32	2
MASSACHUSETTS	1,477	.	525	.	.	.	.	.
MICHIGAN	336	7	822	65	.	.	16	1
MINNESOTA	319	11	433	8	99	0	23	2
MISSISSIPPI	77	5	45	4	74	3	5	2
MISSOURI	189	0	31	0	378	0	11	0
MONTANA	13	27	105	26	0	2	4	6
NEBRASKA	0	1	118	5	0	0	4	1
NEVADA	32	2	105	14	51	1	3	2
NEW HAMPSHIRE	303	23	127	10	82	2	1	0
NEW JERSEY	1,172	6	1,085	48	1,468	5	46	1
NEW MEXICO	239	3	68	15	185	24	19	1
NEW YORK	4,189	0	2,649	0	0	0	14	0
NORTH CAROLINA	322	202	370	129	146	153	36	27
NORTH DAKOTA	54	.	31	6	3	1	4	1
OHIO	0	158	931	22	110	2	26	0
OKLAHOMA	707	10	95	4	56	3	1	1
OREGON	474	6	118	20	78	1	31	3
PENNSYLVANIA	596	29	711	103	86	3	23	1
PUERTO RICO	231	0	38	62	65	215	6	8
RHODE ISLAND	128	1	117	2	59	0	2	0
SOUTH CAROLINA	321	43	279	44	14	9	17	5
SOUTH DAKOTA	.	.	46	22	.	.	12	6
TENNESSEE	152	6	249	15	50	7	25	3
TEXAS	2,162	0	273	20	1,573	20	22	0
UTAH	38	1	279	15	7	2	27	3
VERMONT	39	0	32	2	4	0	8	0
VIRGINIA	707	19	474	22	70	13	15	0
WASHINGTON	98	0	482	29	0	4	0	5
WEST VIRGINIA	176	6	98	11	65	9	4	0
WISCONSIN	8	2	670	12	231	0	8	0
WYOMING	77	62	35	21	83	12	8	4
AMERICAN SAMOA	1	0	0	0	3	1	0	0
GUAM	16	2	7	3	24	8	6	0
NORTHERN MARIANAS	5	0	0	0	14	1	2	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	35	0	8	0	7	0	1	1
BUR. OF INDIAN AFFAIRS	21	13	8	22	29	9	1	10
U.S. AND INSULAR AREAS	23,156	1,000	19,501	1,297	7,224	675	837	141
50 STATES, D.C. & P.R.	23,078	985	19,478	1,272	7,148	656	827	130

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
19OCT92

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1990-91 SCHOOL YEAR

STATE	WORK STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	8	8	125	19	147	9	18	1
ALASKA	12	1	27	6	14	4	0	0
ARIZONA	31	1	48	5	153	18	0	0
ARKANSAS	7	1	21	0	10	0	20	0
CALIFORNIA	49	4	223	18	282	37	53	0
COLORADO	57	1	6	5	1	3	3	0
CONNECTICUT	42	0	80	0	429	1	0	0
DELAWARE	9	2	43	8	28	1	3	0
DISTRICT OF COLUMBIA	13	1	21	1	75	4	16	3
FLORIDA	84	9	217	13	404	29	43	0
GEORGIA	24	7	143	10	170	1	26	1
HAWAII	21	0	39	0	10	2	10	0
IDAHO	13	2	22	8	20	9	5	0
ILLINOIS	.	0	192	4	376	11	75	0
INDIANA	26	11	56	15	140	11	0	0
IOWA	72	3	37	1	29	0	34	0
KANSAS	31	0	44	0	23	1	103	1
KENTUCKY	20	8	121	12	85	24	2	1
LOUISIANA	20	11	91	3	6	3	53	14
MAINE	6	1	14	0	60	4	17	0
MARYLAND	107	2	253	1	120	1	0	0
MASSACHUSETTS	.	.	84	.	11	.	.	.
MICHIGAN	58	1	0	0	.	.	5	5
MINNESOTA	120	7	60	12	.	3	22	.
MISSISSIPPI	3	0	71	2	58	2	41	14
MISSOURI	0	0	0	0	66	0	21	0
MONTANA	1	2	13	1	4	3	0	0
NEBRASKA	25	2	0	0	24	0	25	0
NEVADA	4	5	4	7	34	18	17	2
NEW HAMPSHIRE	18	8	53	6	119	2	11	3
NEW JERSEY	58	0	435	56	1,862	19	98	0
NEW MEXICO	15	3	30	4	23	3	14	4
NEW YORK	0	0	0	0	0	0	1	0
NORTH CAROLINA	34	82	17	46	237	72	42	5
NORTH DAKOTA	8	2	19	2	24	2	7	2
OHIO	229	4	144	13	0	5	0	0
OKLAHOMA	26	3	62	2	88	5	44	0
OREGON	7	6	54	6	87	35	30	2
PENNSYLVANIA	61	10	85	6	111	5	42	4
PUERTO RICO	0	0	152	0	4	8	20	0
RHODE ISLAND	11	0	22	0	89	0	16	0
SOUTH CAROLINA	19	9	99	18	58	19	15	3
SOUTH DAKOTA	9	7	93	38	130	43	8	0
TENNESSEE	15	4	27	4	19	11	23	0
TEXAS	56	65	221	25	399	0	41	0
UTAH	8	3	20	4	18	7	8	2
VERMONT	14	1	21	0	20	0	0	0
VIRGINIA	29	5	186	31	911	59	20	0
WASHINGTON	0	3	0	6	12	8	14	0
WEST VIRGINIA	14	2	36	1	7	1	19	1
WISCONSIN	8	0	315	5	137	10	39	0
WYOMING	.	4	.	10	31	14	6	3
AMERICAN SAMOA	0	2	2	2	0	0	1	0
GUAM	4	2	5	0	3	2	5	0
NORTHERN MARIANAS	0	0	0	0	0	0	3	1
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4	0	2	0	78	0	0	1
BUR. OF INDIAN AFFAIRS	0	9	4	23	10	27	16	3
U.S. AND INSULAR AREAS	1,509	320	4,156	453	7,254	553	1,154	76
50 STATES, D.C. & P.R.	1,501	307	4,143	428	7,164	524	1,130	71

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(PEPMNX1A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,814	2,013	88	1,080	156	5,151
ALASKA	383	73	8	151	124	739
ARIZONA	1,594	105	50	1,296	226	3,271
ARKANSAS	1,620	218	29	749	257	2,873
CALIFORNIA	6,709	2,468	726	2,699	9,917	22,519
COLORADO	1,430	86	28	611	66	2,221
CONNECTICUT	1,813	92	77	1,223	45	3,250
DELAWARE	289	88	53	221	94	745
DISTRICT OF COLUMBIA	66	49	6	7	8	136
FLORIDA	4,719	210	7	3,118	639	8,693
GEORGIA	1,144	1,472	53	1,633	363	4,665
HAWAII	279	209	2	62	5	557
IDAHO	383	69	6	198	13	669
ILLINOIS	7,401	331	352	3,734	184	12,002
INDIANA	3,252	517	83	1,328	528	5,708
IOWA	1,776	84	33	1,172	400	3,465
KANSAS	719	10	28	298	385	1,440
KENTUCKY	1,932	300	65	1,155	574	4,026
LOUISIANA	466	770	50	1,491	862	3,639
MAINE	782	78	11	252	110	1,233
MARYLAND	1,270	252	131	951	0	2,604
MASSACHUSETTS	5,335	0	229	2,007	0	7,571
MICHIGAN	3,145	269	296	2,094	7,921	13,725
MINNESOTA	2,520	105	58	769	1,408	4,860
MISSISSIPPI	217	1,072	33	394	129	1,845
MISSOURI	3,022	898	104	2,496	550	7,070
MONTANA	297	45	9	179	77	607
NEBRASKA	955	98	53	344	132	1,582
NEVADA	239	174	23	69	28	533
NEW HAMPSHIRE	630	136	67	509	228	1,570
NEW JERSEY	6,227	.	113	2,127	297	8,764
NEW MEXICO	746	121	9	207	246	1,329
NEW YORK	5,326	3,176	24	215	277	9,018
NORTH CAROLINA	2,154	953	105	1,900	351	5,463
NORTH DAKOTA	310	9	7	91	29	446
OHIO	5,961	263	102	1,278	535	8,139
OKLAHOMA	2,029	130	12	724	395	3,290
OREGON	829	271	42	631	1,093	2,866
PENNSYLVANIA	4,055	0	118	1,240	3,541	8,954
PUERTO RICO	270	235	427	1,381	0	2,313
RHODE ISLAND	761	0	57	402	54	1,274
SOUTH CAROLINA	616	959	123	632	346	2,676
SOUTH DAKOTA	93	60	34	155	80	422
TENNESSEE	1,781	996	67	1,324	288	4,456
TEXAS	4,356	9,013	0	3,613	0	16,982
UTAH	824	197	18	237	89	1,365
VERMONT	343	32	13	194	11	593
VIRGINIA	2,334	434	72	550	411	3,801
WASHINGTON	2,048	210	50	1,235	1,234	4,777
WEST VIRGINIA	1,737	103	24	639	68	2,571
WISCONSIN	2,535	227	162	566	303	3,793
WYOMING	236	5	12	121	20	394
AMERICAN SAMOA	5	0	2	4	9	20
GUAM	89	0	0	73	27	189
NORTHERN MARIANAS	5	3	1	10	3	22
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	24	3	21	12	60
BUR. OF INDIAN AFFAIRS	88	21	13	89	72	283
U.S. AND INSULAR AREAS	101,959	29,733	4,368	51,949	35,220	223,229
50 STATES, D.C. & P.R.	101,772	29,685	4,349	51,752	35,097	222,655

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	35.22	39.08	1.71	20.97	3.03
ALASKA	51.83	9.88	1.08	20.43	16.78
ARIZONA	48.73	3.21	1.53	39.62	6.91
ARKANSAS	56.39	7.59	1.01	26.07	8.95
CALIFORNIA	29.79	10.96	3.22	11.99	44.04
COLORADO	64.39	3.87	1.26	27.51	2.97
CONNECTICUT	55.78	2.83	2.37	37.63	1.38
DELAWARE	38.79	11.81	7.11	29.66	12.62
DISTRICT OF COLUMBIA	48.53	36.03	4.41	5.15	5.88
FLORIDA	54.29	2.42	0.08	35.87	7.35
GEORGIA	24.52	31.55	1.14	35.01	7.78
HAWAII	50.09	37.52	0.36	11.13	0.90
IDAHO	57.25	10.31	0.90	29.60	1.94
ILLINOIS	61.66	2.76	2.93	31.11	1.53
INDIANA	56.97	9.06	1.45	23.27	9.25
IOWA	51.26	2.42	0.95	33.82	11.54
KANSAS	49.93	0.69	1.94	20.69	26.74
KENTUCKY	47.99	7.45	1.61	28.69	14.26
LOUISIANA	12.81	21.16	1.37	40.97	23.69
MAINE	63.42	6.33	0.89	20.44	8.92
MARYLAND	48.77	9.68	5.03	36.52	0.00
MASSACHUSETTS	70.47	0.00	3.02	26.51	0.00
MICHIGAN	22.91	1.96	2.16	15.26	57.71
MINNESOTA	51.85	2.16	1.13	15.82	28.97
MISSISSIPPI	11.76	58.10	1.79	21.36	6.99
MISSOURI	42.74	12.70	1.47	35.30	7.78
MONTANA	48.93	7.41	1.48	29.49	12.69
NEBRASKA	60.37	6.19	3.39	21.74	8.34
NEVADA	44.84	32.65	4.32	12.95	5.25
NEW HAMPSHIRE	40.13	8.66	4.27	32.42	14.52
NEW JERSEY	71.05	.	1.29	24.27	3.39
NEW MEXICO	56.13	9.10	0.68	15.58	18.51
NEW YORK	59.06	35.22	0.27	2.38	3.07
NORTH CAROLINA	39.43	17.44	1.92	34.78	6.43
NORTH DAKOTA	69.51	2.02	1.57	20.40	6.50
OHIO	73.24	3.23	1.25	15.70	6.57
OKLAHOMA	61.67	3.95	0.36	22.01	12.01
OREGON	28.93	9.46	1.47	22.02	38.14
PENNSYLVANIA	45.29	0.00	1.32	13.85	39.55
PUERTO RICO	11.67	10.16	18.46	59.71	0.00
RHODE ISLAND	59.73	0.00	4.47	31.55	4.24
SOUTH CAROLINA	23.02	35.84	4.60	23.62	12.93
SOUTH DAKOTA	22.04	14.22	8.06	36.73	18.96
TENNESSEE	39.97	22.35	1.50	29.71	6.46
TEXAS	25.65	53.07	0.00	21.28	0.00
UTAH	60.37	14.43	1.32	17.36	6.52
VERMONT	57.84	5.40	2.19	32.72	1.85
VIRGINIA	61.40	11.42	1.89	14.47	10.81
WASHINGTON	42.87	4.40	1.05	25.85	25.83
WEST VIRGINIA	67.56	4.01	0.93	24.85	2.64
WISCONSIN	66.83	5.98	4.27	14.92	7.99
WYOMING	59.90	1.27	3.08	30.71	5.08
AMERICAN SAMOA	25.00	0.00	10.00	20.00	45.00
GUAM	47.09	0.00	0.00	38.62	14.29
NORTHERN MARIANAS	22.73	13.64	4.55	45.45	13.64
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	40.00	5.00	35.00	20.00
BUR. OF INDIAN AFFAIRS	31.10	7.42	4.59	31.45	25.44
U.S. AND INSULAR AREAS	45.67	13.32	1.96	23.27	15.78
50 STATES, D.C. & P.R.	45.71	13.33	1.95	23.24	15.76

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,259	171	0	463	49	1,942
ALASKA	303	28	0	117	90	538
ARIZONA	1,091	49	0	909	148	2,197
ARKANSAS	1,073	104	4	535	172	1,888
CALIFORNIA	3,802	1,404	408	1,531	5,617	12,762
COLORADO	880	10	0	297	18	1,205
CONNECTICUT	1,154	20	2	577	11	1,764
DELAWARE	203	17	5	132	25	382
DISTRICT OF COLUMBIA	57	29	0	1	4	91
FLORIDA	2,259	24	0	1,488	266	4,037
GEORGIA	752	263	1	579	122	1,717
HAWAII	245	108	0	33	5	391
IDAHO	279	22	3	148	11	463
ILLINOIS	4,536	93	32	1,694	71	6,426
INDIANA	1,959	19	0	646	298	2,922
IOWA	994	12	0	516	116	1,638
KANSAS	423	1	3	135	136	698
KENTUCKY	1,026	55	4	508	284	1,877
LOUISIANA	381	374	1	930	513	2,199
MAINE	435	14	4	91	17	561
MARYLAND	979	43	48	596	0	1,666
MASSACHUSETTS	1,882	0	81	708	0	2,671
MICHIGAN	2,029	126	7	1,125	3,799	7,086
MINNESOTA	1,402	17	2	302	739	2,462
MISSISSIPPI	187	699	2	313	102	1,303
MISSOURI	2,020	328	22	1,310	296	3,976
MONTANA	220	14	0	86	53	373
NEBRASKA	609	41	5	210	74	939
NEVADA	213	106	0	43	25	387
NEW HAMPSHIRE	471	65	26	286	133	981
NEW JERSEY	4,546	.	9	1,237	163	5,955
NEW MEXICO	490	39	3	120	170	822
NEW YORK	4,188	1,714	6	128	209	6,245
NORTH CAROLINA	1,345	193	3	932	137	2,610
NORTH DAKOTA	225	1	0	67	16	309
OHIO	3,050	52	5	477	142	3,726
OKLAHOMA	1,236	94	0	463	270	2,063
OREGON	619	109	2	436	759	1,925
PENNSYLVANIA	2,399	0	20	535	1,422	4,376
PUERTO RICO	129	55	54	393	0	631
RHODE ISLAND	608	0	5	298	43	954
SOUTH CAROLINA	431	271	2	265	157	1,126
SOUTH DAKOTA	2	24	0	122	48	196
TENNESSEE	1,345	452	25	948	165	2,935
TEXAS	3,132	5,674	0	2,469	0	11,275
UTAH	452	59	1	98	34	644
VERMONT	211	5	4	75	6	301
VIRGINIA	1,786	114	1	338	227	2,466
WASHINGTON	1,393	98	5	828	704	3,028
WEST VIRGINIA	1,150	25	0	368	40	1,583
WISCONSIN	1,416	33	39	167	90	1,745
WYOMING	169	3	1	88	13	274
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	76	0	0	59	21	156
NORTHERN MARIANAS	4	1	0	3	1	9
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	9	0	0	0	9
BUR. OF INDIAN AFFAIRS	65	10	0	53	28	156
U.S. AND INSULAR AREAS	63,590	13,291	845	27,276	18,059	123,061
50 STATES, D.C. & P.R.	63,445	13,271	845	27,161	18,009	122,731

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXWP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	64.83	8.81	0.00	23.84	2.52
ALASKA	56.32	5.20	0.00	21.75	16.73
ARIZONA	49.66	2.23	0.00	41.37	6.74
ARKANSAS	56.83	5.51	0.21	28.34	9.11
CALIFORNIA	29.79	11.00	3.20	12.00	44.01
COLORADO	73.03	0.83	0.00	24.65	1.49
CONNECTICUT	65.42	1.13	0.11	32.71	0.62
DELAWARE	53.14	4.45	1.31	34.55	6.54
DISTRICT OF COLUMBIA	62.64	31.87	0.00	1.10	4.40
FLORIDA	55.96	0.59	0.00	36.86	6.59
GEORGIA	43.80	15.32	0.06	33.72	7.11
HAWAII	62.66	27.62	0.00	8.44	1.28
IDAHO	60.26	4.75	0.65	31.97	2.38
ILLINOIS	70.59	1.45	0.50	26.36	1.10
INDIANA	67.04	0.65	0.00	22.11	10.20
IOWA	60.68	0.73	0.00	31.50	7.08
KANSAS	60.60	0.14	0.43	19.34	19.48
KENTUCKY	54.66	2.93	0.21	27.06	15.13
LOUISIANA	17.33	17.01	0.05	42.29	23.33
MAINE	77.54	2.50	0.71	16.22	3.03
MARYLAND	58.76	2.58	2.88	35.77	0.00
MASSACHUSETTS	70.46	0.00	3.03	26.51	0.00
MICHIGAN	28.63	1.78	0.10	15.88	53.61
MINNESOTA	56.95	0.69	0.08	12.27	30.02
MISSISSIPPI	14.35	53.65	0.15	24.02	7.83
MISSOURI	50.80	8.25	0.55	32.95	7.44
MONTANA	58.98	3.75	0.00	23.06	14.21
NEBRASKA	64.86	4.37	0.53	22.36	7.88
NEVADA	55.04	27.39	0.00	11.11	6.46
NEW HAMPSHIRE	48.01	6.63	2.65	29.15	13.56
NEW JERSEY	76.34	.	0.15	20.77	2.74
NEW MEXICO	59.61	4.74	0.36	14.60	20.68
NEW YORK	67.06	27.45	0.10	2.05	3.35
NORTH CAROLINA	51.53	7.39	0.11	35.71	5.25
NORTH DAKOTA	72.82	0.32	0.00	21.68	5.18
OHIO	81.86	1.40	0.13	12.80	3.81
OKLAHOMA	59.91	4.56	0.00	22.44	13.09
OREGON	32.16	5.66	0.10	22.65	39.43
PENNSYLVANIA	54.82	0.00	0.46	12.23	32.50
PUERTO RICO	20.44	8.72	8.56	62.28	0.00
RHODE ISLAND	63.73	0.00	0.52	31.24	4.51
SOUTH CAROLINA	38.28	24.07	0.18	23.53	13.94
SOUTH DAKOTA	1.02	12.24	0.00	62.24	24.49
TENNESSEE	45.83	15.40	0.85	32.30	5.62
TEXAS	27.78	50.32	0.00	21.90	0.00
UTAH	70.19	9.16	0.16	15.22	5.28
VERMONT	70.10	1.66	1.33	24.92	1.99
VIRGINIA	72.42	4.62	0.04	13.71	9.21
WASHINGTON	46.00	3.24	0.17	27.34	23.25
WEST VIRGINIA	72.65	1.58	0.00	23.25	2.53
WISCONSIN	81.15	1.89	2.23	9.57	5.16
WYOMING	61.68	1.09	0.36	32.12	4.74
AMERICAN SAMOA	.	.	.	.	.
GUAM	48.72	0.00	0.00	37.82	13.46
NORTHERN MARIANAS	44.44	11.11	0.00	33.33	11.11
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	41.67	6.41	0.00	33.97	17.95
U.S. AND INSULAR AREAS	51.67	10.80	0.69	22.16	14.67
50 STATES, D.C. & P.R.	51.69	10.81	0.69	22.13	14.67

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	14	13	0	1	2	30
ALASKA	5	7	0	4	3	19
ARIZONA	62	4	2	10	4	82
ARKANSAS	18	6	0	4	4	32
CALIFORNIA	1,724	634	187	693	2,549	5,787
COLORADO	41	0	0	8	1	50
CONNECTICUT	41	2	0	47	1	91
DELAWARE	4	0	0	0	0	4
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	172	7	0	128	18	325
GEORGIA	30	10	1	11	3	55
HAWAII	1	0	0	0	0	1
IDAHO	4	1	0	0	0	5
ILLINOIS	197	9	0	56	6	268
INDIANA	112	79	14	18	40	263
IOWA	6	2	0	5	3	16
KANSAS	5	0	0	3	8	16
KENTUCKY	30	9	0	14	24	77
LOUISIANA	14	26	0	101	111	252
MAINE	26	0	0	9	2	37
MARYLAND	61	3	2	71	0	137
MASSACHUSETTS	1,227	0	53	462	0	1,742
MICHIGAN	57	33	0	24	438	552
MINNESOTA	144	0	3	26	206	379
MISSISSIPPI	6	9	0	1	0	16
MISSOURI	124	148	2	56	36	366
MONTANA	15	0	0	2	1	18
NEBRASKA	14	2	0	2	12	30
NEVADA	2	1	0	0	0	3
NEW HAMPSHIRE	33	8	0	23	9	73
NEW JERSEY	136	.	2	8	11	157
NEW MEXICO	130	14	0	28	23	195
NEW YORK	75	20	0	2	1	98
NORTH CAROLINA	45	11	1	25	6	88
NORTH DAKOTA	10	0	0	0	1	11
OHIO	113	4	4	10	10	141
OKLAHOMA	34	0	0	1	1	36
OREGON	26	9	0	27	59	121
PENNSYLVANIA	51	0	1	10	182	244
PUERTO RICO	6	1	8	25	0	40
RHODE ISLAND	9	0	1	5	0	15
SOUTH CAROLINA	3	2	0	3	0	8
SOUTH DAKOTA	2	4	0	2	3	11
TENNESSEE	65	17	3	28	16	129
TEXAS	151	61	0	173	0	385
UTAH	24	0	0	0	2	26
VERMONT	41	2	0	17	2	62
VIRGINIA	44	0	0	3	11	58
WASHINGTON	19	1	0	5	14	39
WEST VIRGINIA	30	1	2	8	0	41
WISCONSIN	42	2	3	3	6	56
WYOMING	12	0	0	4	0	16
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	2	2
NORTHERN MARIANAS	0	0	0	1	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	0	7	26	35
U.S. AND INSULAR AREAS	5,258	1,163	289	2,174	3,857	12,741
50 STATES, D.C. & P.R.	5,257	1,162	289	2,166	3,829	12,703

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	46.67	43.33	0.00	3.33	6.67
ALASKA	26.32	36.84	0.00	21.05	15.79
ARIZONA	75.61	4.88	2.44	12.20	4.88
ARKANSAS	56.25	18.75	0.00	12.50	12.50
CALIFORNIA	29.79	10.96	3.23	11.98	44.05
COLORADO	82.00	0.00	0.00	16.00	2.00
CONNECTICUT	45.05	2.20	0.00	51.65	1.10
DELAWARE	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	52.92	2.15	0.00	39.38	5.54
GEORGIA	54.55	18.18	1.82	20.00	5.45
HAWAII	100.00	0.00	0.00	0.00	0.00
IDAHO	80.00	20.00	0.00	0.00	0.00
ILLINOIS	73.51	3.36	0.00	20.90	2.24
INDIANA	42.59	30.04	5.32	6.84	15.21
IOWA	37.50	12.50	0.00	31.25	18.75
KANSAS	31.25	0.00	0.00	18.75	50.00
KENTUCKY	38.96	11.69	0.00	18.18	31.17
LOUISIANA	5.56	10.32	0.00	40.08	44.05
MAINE	70.27	0.00	0.00	24.32	5.41
MARYLAND	44.53	2.19	1.46	51.82	0.00
MASSACHUSETTS	70.44	0.00	3.04	26.52	0.00
MICHIGAN	10.33	5.98	0.00	4.35	79.35
MINNESOTA	37.99	0.00	0.79	6.86	54.35
MISSISSIPPI	37.50	56.25	0.00	6.25	0.00
MISSOURI	33.88	40.44	0.55	15.30	9.84
MONTANA	83.33	0.00	0.00	11.11	5.56
NEBRASKA	46.67	6.67	0.00	6.67	40.00
NEVADA	66.67	33.33	0.00	0.00	0.00
NEW HAMPSHIRE	45.21	10.96	0.00	31.51	12.33
NEW JERSEY	86.62	.	1.27	5.10	7.01
NEW MEXICO	66.67	7.18	0.00	14.36	11.79
NEW YORK	76.53	20.41	0.00	2.04	1.02
NORTH CAROLINA	51.14	12.50	1.14	28.41	6.82
NORTH DAKOTA	90.91	0.00	0.00	0.00	9.09
OHIO	80.14	2.84	2.84	7.09	7.09
OKLAHOMA	94.44	0.00	0.00	2.78	2.78
OREGON	21.49	7.44	0.00	22.31	48.76
PENNSYLVANIA	20.90	0.00	0.41	4.10	74.59
PUERTO RICO	15.00	2.50	20.00	62.50	0.00
RHODE ISLAND	60.00	0.00	6.67	33.33	0.00
SOUTH CAROLINA	37.50	25.00	0.00	37.50	0.00
SOUTH DAKOTA	18.18	36.36	0.00	18.18	27.27
TENNESSEE	50.39	13.18	2.33	21.71	12.40
TEXAS	39.22	15.84	0.00	44.94	0.00
UTAH	92.31	0.00	0.00	0.00	7.69
VERMONT	66.13	3.23	0.00	27.42	3.23
VIRGINIA	75.86	0.00	0.00	5.17	18.97
WASHINGTON	48.72	2.56	0.00	12.82	35.90
WEST VIRGINIA	73.17	2.44	4.88	19.51	0.00
WISCONSIN	75.00	3.57	5.36	5.36	10.71
WYOMING	75.00	0.00	0.00	25.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2.86	2.86	0.00	20.00	74.29
U.S. AND INSULAR AREAS	41.27	9.13	2.27	17.06	30.27
50 STATES, D.C. & P.R.	41.38	9.15	2.28	17.05	30.14

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNF2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	409	1,210	69	522	69	2,279
ALASKA	33	20	6	3	4	66
ARIZONA	249	34	29	110	19	441
ARKANSAS	461	80	22	194	76	833
CALIFORNIA	410	151	44	166	611	1,382
COLORADO	156	39	9	25	1	230
CONNECTICUT	115	48	50	51	7	271
DELAWARE	14	41	0	16	3	74
DISTRICT OF COLUMBIA	2	11	6	4	4	27
FLORIDA	1,058	146	6	445	80	1,735
GEORGIA	125	1,043	45	520	112	1,845
HAWAII	5	68	1	14	0	88
IDAHO	65	37	3	30	0	135
ILLINOIS	1,168	153	216	430	9	1,976
INDIANA	875	359	55	467	101	1,857
IOWA	474	49	12	216	50	801
KANSAS	155	0	11	47	54	267
KENTUCKY	766	202	57	460	120	1,605
LOUISIANA	17	290	44	212	88	651
MAINE	127	38	1	30	7	203
MARYLAND	50	120	53	68	0	291
MASSACHUSETTS	1,132	0	49	425	0	1,606
MICHIGAN	425	50	248	195	732	1,650
MINNESOTA	435	73	49	58	56	671
MISSISSIPPI	5	310	28	70	21	434
MISSOURI	526	344	40	412	102	1,424
MONTANA	26	11	5	17	5	64
NEBRASKA	185	42	39	57	11	334
NEVADA	1	48	18	6	1	74
NEW HAMPSHIRE	18	23	24	24	19	108
NEW JERSEY	262	.	69	62	10	403
NEW MEXICO	28	52	3	17	13	113
NEW YORK	50	824	5	25	16	920
NORTH CAROLINA	351	644	56	398	89	1,538
NORTH DAKOTA	61	8	5	1	6	81
OHIO	2,029	95	15	594	262	2,995
OKLAHOMA	584	31	5	196	96	912
OREGON	52	95	21	30	70	268
PENNSYLVANIA	1,154	0	83	358	745	2,340
PUERTO RICO	83	156	250	807	0	1,296
RHODE ISLAND	43	0	36	5	0	84
SOUTH CAROLINA	73	564	115	224	116	1,092
SOUTH DAKOTA	54	23	23	0	4	104
TENNESSEE	168	422	34	252	41	917
TEXAS	22	1,531	0	88	0	1,641
UTAH	75	66	8	21	7	177
VERMONT	52	19	5	40	1	117
VIRGINIA	203	270	40	93	61	667
WASHINGTON	276	64	31	105	119	595
WEST VIRGINIA	448	77	18	165	5	713
WISCONSIN	285	85	48	49	14	481
WYOMING	17	1	7	5	0	30
AMERICAN SAMOA	4	0	1	4	9	18
GUAM	8	0	0	10	2	20
NORTHERN MARIANAS	0	1	0	2	1	4
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	5	3	19	3	30
BUR. OF INDIAN AFFAIRS	14	3	7	12	0	36
U.S. AND INSULAR AREAS	15,883	10,076	2,127	8,876	4,052	41,014
50 STATES, D.C. & P.R.	15,857	10,067	2,116	8,829	4,037	40,906

DATA AS OF OCTOBER 1, 1992.

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19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	17.95	53.09	3.03	22.90	3.03
ALASKA	50.00	30.30	9.09	4.55	6.06
ARIZONA	56.46	7.71	6.58	24.94	4.31
ARKANSAS	55.34	9.60	2.64	23.29	9.12
CALIFORNIA	29.67	10.93	3.18	12.01	44.21
COLORADO	67.83	16.96	3.91	10.87	0.43
CONNECTICUT	42.44	17.71	18.45	18.82	2.58
DELAWARE	18.92	55.41	0.00	21.62	4.05
DISTRICT OF COLUMBIA	7.41	40.74	22.22	14.81	14.81
FLORIDA	60.98	8.41	0.35	25.65	4.61
GEORGIA	6.78	56.53	2.44	28.18	6.07
HAWAII	5.68	77.27	1.14	15.91	0.00
IDAHO	48.15	27.41	2.22	22.22	0.00
ILLINOIS	59.11	7.74	10.93	21.76	0.46
INDIANA	47.12	19.33	2.96	25.15	5.44
IOWA	59.18	6.12	1.50	26.97	6.24
KANSAS	58.05	0.00	4.12	17.60	20.22
KENTUCKY	47.73	12.59	3.55	28.66	7.48
LOUISIANA	2.61	44.55	6.76	32.57	13.52
MAINE	62.56	18.72	0.49	14.78	3.45
MARYLAND	17.18	41.24	18.21	23.37	0.00
MASSACHUSETTS	70.49	0.00	3.05	26.46	0.00
MICHIGAN	25.76	3.03	15.03	11.82	44.36
MINNESOTA	64.83	10.88	7.30	8.64	8.35
MISSISSIPPI	1.15	71.43	6.45	16.13	4.84
MISSOURI	36.94	24.16	2.81	28.93	7.16
MONTANA	40.63	17.19	7.81	26.56	7.81
NEBRASKA	55.39	12.57	11.68	17.07	3.29
NEVADA	1.35	64.86	24.32	8.11	1.35
NEW HAMPSHIRE	16.67	21.30	22.22	22.22	17.59
NEW JERSEY	65.01	.	17.12	15.38	2.48
NEW MEXICO	24.78	46.02	2.65	15.04	11.50
NEW YORK	5.43	89.57	0.54	2.72	1.74
NORTH CAROLINA	22.82	41.87	3.64	25.88	5.79
NORTH DAKOTA	75.31	9.88	6.17	1.23	7.41
OHIO	67.75	3.17	0.50	19.83	8.75
OKLAHOMA	64.04	3.40	0.55	21.49	10.53
OREGON	19.40	35.45	7.84	11.19	26.12
PENNSYLVANIA	49.32	0.00	3.55	15.30	31.84
PUERTO RICO	6.40	12.04	19.29	62.27	0.00
RHODE ISLAND	51.19	0.00	42.86	5.95	0.00
SOUTH CAROLINA	6.68	51.65	10.53	20.51	10.62
SOUTH DAKOTA	51.92	22.12	22.12	0.00	3.85
TENNESSEE	18.32	46.02	3.71	27.48	4.47
TEXAS	1.34	93.30	0.00	5.36	0.00
UTAH	42.37	37.29	4.52	11.86	3.95
VERMONT	44.44	16.24	4.27	34.19	0.85
VIRGINIA	30.43	40.48	6.00	13.94	9.15
WASHINGTON	46.39	10.76	5.21	17.65	20.00
WEST VIRGINIA	62.83	10.80	2.52	23.14	0.70
WISCONSIN	59.25	17.67	9.98	10.19	2.91
WYOMING	56.67	3.33	23.33	16.67	0.00
AMERICAN SAMOA	22.22	0.00	5.56	22.22	50.00
GUAM	40.00	0.00	0.00	50.00	10.00
NORTHERN MARIANAS	0.00	25.00	0.00	50.00	25.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	16.67	10.00	63.33	10.00
BUR. OF INDIAN AFFAIRS	38.89	8.33	19.44	33.33	0.00
U.S. AND INSULAR AREAS	38.73	24.57	5.19	21.64	9.88
50 STATES, D.C. & P.R.	38.76	24.61	5.17	21.58	9.87

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	66	586	1	84	33	770
ALASKA	21	5	0	17	27	70
ARIZONA	92	3	2	241	43	381
ARKANSAS	2	3	0	9	4	18
CALIFORNIA	177	64	21	72	265	599
COLORADO	208	9	5	241	35	498
CONNECTICUT	428	12	7	495	23	965
DELAWARE	48	10	47	72	61	238
DISTRICT OF COLUMBIA	3	1	0	2	0	6
FLORIDA	447	14	1	806	157	1,425
GEORGIA	154	92	0	502	116	864
HAWAII	12	11	0	14	0	37
IDAHO	9	1	0	16	1	27
ILLINOIS	1,151	66	78	1,514	89	2,898
INDIANA	132	11	4	159	66	372
IOWA	222	7	4	407	230	870
KANSAS	79	9	1	93	166	348
KENTUCKY	56	4	0	147	124	331
LOUISIANA	11	37	0	215	112	375
MAINE	120	5	4	106	80	315
MARYLAND	88	6	4	177	0	275
MASSACHUSETTS	730	0	31	274	0	1,035
MICHIGAN	408	42	11	697	2,623	3,781
MINNESOTA	404	13	1	369	345	1,132
MISSISSIPPI	0	6	0	2	1	9
MISSOURI	192	54	28	680	106	1,060
MONTANA	21	20	1	72	14	128
NEBRASKA	75	8	1	70	29	183
NEVADA	16	9	2	19	2	48
NEW HAMPSHIRE	77	34	11	164	59	345
NEW JERSEY	922	.	9	750	101	1,782
NEW MEXICO	55	4	0	40	34	133
NEW YORK	725	280	1	54	43	1,103
NORTH CAROLINA	152	34	35	472	92	785
NORTH DAKOTA	3	0	2	23	5	33
OHIO	172	5	2	142	108	429
OKLAHOMA	40	0	2	42	22	106
OREGON	25	16	1	89	99	230
PENNSYLVANIA	304	0	13	328	1,093	1,738
PUERTO RICO	2	1	27	45	0	75
RHODE ISLAND	55	0	6	81	8	150
SOUTH CAROLINA	36	54	1	127	69	287
SOUTH DAKOTA	16	6	2	30	20	74
TENNESSEE	50	9	1	59	27	146
TEXAS	556	775	0	708	0	2,039
UTAH	236	40	0	111	40	427
VERMONT	20	3	1	56	1	81
VIRGINIA	217	36	5	113	104	475
WASHINGTON	80	14	0	192	295	581
WEST VIRGINIA	75	0	1	94	22	192
WISCONSIN	377	21	23	278	139	838
WYOMING	26	1	4	23	7	61
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	4	1	5
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	1	0	2
BUR. OF INDIAN AFFAIRS	5	7	0	15	3	30
U.S. AND INSULAR AREAS	9,598	2,450	401	11,613	7,144	31,206
50 STATES, D.C. & P.R.	9,593	2,441	401	11,593	7,140	31,168

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	8.57	76.10	0.13	10.91	4.29
ALASKA	30.00	7.14	0.00	24.29	38.57
ARIZONA	24.15	0.79	0.52	63.25	11.29
ARKANSAS	11.11	16.67	0.00	50.00	22.22
CALIFORNIA	29.55	10.68	3.51	12.02	44.24
COLORADO	41.77	1.81	1.00	48.39	7.03
CONNECTICUT	44.35	1.24	0.73	51.30	2.38
DELAWARE	20.17	4.20	19.75	30.25	25.63
DISTRICT OF COLUMBIA	50.00	16.67	0.00	33.33	0.00
FLORIDA	31.37	0.98	0.07	56.56	11.02
GEORGIA	17.82	10.65	0.00	58.10	13.43
HAWAII	32.43	29.73	0.00	37.84	0.00
IDAHO	33.33	3.70	0.00	59.26	3.70
ILLINOIS	39.72	2.28	2.69	52.24	3.07
INDIANA	35.48	2.96	1.08	42.74	17.74
IOWA	25.52	0.80	0.46	46.78	26.44
KANSAS	22.70	2.59	0.29	26.72	47.70
KENTUCKY	16.92	1.21	0.00	44.41	37.46
LOUISIANA	2.93	9.87	0.00	57.33	29.87
MAINE	38.10	1.59	1.27	33.65	25.40
MARYLAND	32.00	2.18	1.45	64.36	0.00
MASSACHUSETTS	70.53	0.00	3.00	26.47	0.00
MICHIGAN	10.79	1.11	0.29	18.43	69.37
MINNESOTA	35.69	1.15	0.09	32.60	30.48
MISSISSIPPI	0.00	66.67	0.00	22.22	11.11
MISSOURI	18.11	5.09	2.64	64.15	10.00
MONTANA	16.41	15.63	0.78	56.25	10.94
NEBRASKA	40.98	4.37	0.55	38.25	15.85
NEVADA	33.33	18.75	4.17	39.58	4.17
NEW HAMPSHIRE	22.32	9.86	3.19	47.54	17.10
NEW JERSEY	51.74	.	0.51	42.09	5.67
NEW MEXICO	41.35	3.01	0.00	30.08	25.56
NEW YORK	65.73	25.39	0.09	4.90	3.90
NORTH CAROLINA	19.36	4.33	4.46	60.13	11.72
NORTH DAKOTA	9.09	0.00	6.06	69.70	15.15
OHIO	40.09	1.17	0.47	33.10	25.17
OKLAHOMA	37.74	0.00	1.89	39.62	20.75
OREGON	10.87	6.96	0.43	38.70	43.04
PENNSYLVANIA	17.49	0.00	0.75	18.87	62.89
PUERTO RICO	2.67	1.33	36.00	60.00	0.00
RHODE ISLAND	36.67	0.00	4.00	54.00	5.33
SOUTH CAROLINA	12.54	18.82	0.35	44.25	24.04
SOUTH DAKOTA	21.62	8.11	2.70	40.54	27.03
TENNESSEE	34.25	6.16	0.68	40.41	18.49
TEXAS	27.27	38.01	0.00	34.72	0.00
UTAH	55.27	9.37	0.00	26.00	9.37
VERMONT	24.69	3.70	1.23	69.14	1.23
VIRGINIA	45.68	7.58	1.05	23.79	21.89
WASHINGTON	13.77	2.41	0.00	33.05	50.77
WEST VIRGINIA	39.06	0.00	0.52	48.96	11.46
WISCONSIN	44.99	2.51	2.74	33.17	16.59
WYOMING	42.62	1.64	6.56	37.70	11.48
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	80.00	20.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	50.00	0.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	16.67	23.33	0.00	50.00	10.00
U.S. AND INSULAR AREAS	30.76	7.85	1.29	37.21	22.89
50 STATES, D.C. & P.R.	30.78	7.83	1.29	37.20	22.91

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP:A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	18	6	0	4	0	28
ALASKA	6	0	0	1	0	7
ARIZONA	43	0	2	9	0	54
ARKANSAS	30	2	0	1	1	34
CALIFORNIA	110	39	13	44	158	364
COLORADO	42	1	0	2	2	47
CONNECTICUT	21	1	1	10	0	33
DELAWARE	9	1	1	0	1	12
DISTRICT OF COLUMBIA	0	3	0	0	0	3
FLORIDA	104	3	0	11	6	124
GEORGIA	24	31	0	8	2	65
HAWAII	6	3	0	1	0	10
IDAHO	8	2	0	0	0	10
ILLINOIS	144	3	2	14	1	164
INDIANA	56	8	1	13	5	83
IOWA	33	0	0	7	0	40
KANSAS	22	0	0	3	2	27
KENTUCKY	23	4	0	6	7	40
LOUISIANA	12	7	0	7	7	33
MAINE	16	1	0	2	2	21
MARYLAND	43	2	2	3	0	50
MASSACHUSETTS	73	0	3	30	0	106
MICHIGAN	75	2	0	13	71	161
MINNESOTA	47	0	1	2	26	76
MISSISSIPPI	9	29	0	4	1	43
MISSOURI	42	0	2	12	2	58
MONTANA	3	0	0	0	3	6
NEBRASKA	29	2	0	0	2	33
NEVADA	2	3	0	0	0	5
NEW HAMPSHIRE	10	4	0	3	0	17
NEW JERSEY	64	.	0	6	2	72
NEW MEXICO	15	0	0	1	1	17
NEW YORK	80	84	1	2	0	167
NORTH CAROLINA	70	21	0	36	5	132
NORTH DAKOTA	5	0	0	0	0	5
OHIO	121	5	0	12	5	143
OKLAHOMA	36	0	0	5	0	41
OREGON	47	14	5	17	35	118
PENNSYLVANIA	91	0	0	5	53	149
PUERTO RICO	15	10	9	35	0	69
RHODE ISLAND	11	0	1	3	0	15
SOUTH CAROLINA	24	25	0	3	0	52
SOUTH DAKOTA	7	0	1	0	1	9
TENNESSEE	28	30	0	9	2	69
TEXAS	37	175	0	12	0	224
UTAH	12	1	0	2	1	16
VERMONT	14	0	0	5	0	19
VIRGINIA	22	3	1	0	4	30
WASHINGTON	53	4	1	26	18	102
WEST VIRGINIA	11	0	0	3	1	15
WISCONSIN	12	1	0	0	1	14
WYOMING	5	0	0	1	0	6
AMERICAN SAMOA	1	0	1	0	0	2
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	1	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	1	0	1
U.S. AND INSULAR AREAS	1,841	530	48	395	428	3,242
50 STATES, D.C. & P.R.	1,840	530	47	393	428	3,238

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	64.29	21.43	0.00	14.29	0.00
ALASKA	85.71	0.00	0.00	14.29	0.00
ARIZONA	79.63	0.00	3.70	16.67	0.00
ARKANSAS	88.24	5.88	0.00	2.94	2.94
CALIFORNIA	30.22	10.71	3.57	12.09	43.41
COLORADO	89.36	2.13	0.00	4.26	4.26
CONNECTICUT	63.64	3.03	3.03	30.30	0.00
DELAWARE	75.00	8.33	8.33	0.00	8.33
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	83.87	2.42	0.00	8.87	4.84
GEORGIA	36.92	47.69	0.00	12.31	3.08
HAWAII	60.00	30.00	0.00	10.00	0.00
IDAHO	80.00	20.00	0.00	0.00	0.00
ILLINOIS	87.80	1.83	1.22	8.54	0.61
INDIANA	67.47	9.64	1.20	15.66	6.02
IOWA	82.50	0.00	0.00	17.50	0.00
KANSAS	81.48	0.00	0.00	11.11	7.41
KENTUCKY	57.50	10.00	0.00	15.00	17.50
LOUISIANA	36.36	21.21	0.00	21.21	21.21
MAINE	76.19	4.76	0.00	9.52	9.52
MARYLAND	86.00	4.00	4.00	6.00	0.00
MASSACHUSETTS	68.87	0.00	2.83	28.30	0.00
MICHIGAN	46.58	1.24	0.00	8.07	44.10
MINNESOTA	61.84	0.00	1.32	2.63	34.21
MISSISSIPPI	20.93	67.44	0.00	9.30	2.33
MISSOURI	72.41	0.00	3.45	20.69	3.45
MONTANA	50.00	0.00	0.00	0.00	50.00
NEBRASKA	87.88	6.06	0.00	0.00	6.06
NEVADA	40.00	60.00	0.00	0.00	0.00
NEW HAMPSHIRE	58.82	23.53	0.00	17.65	0.00
NEW JERSEY	88.89	.	0.00	8.33	2.78
NEW MEXICO	88.24	0.00	0.00	5.88	5.88
NEW YORK	47.90	50.30	0.60	1.20	0.00
NORTH CAROLINA	53.03	15.91	0.00	27.27	3.79
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	84.62	3.50	0.00	8.39	3.50
OKLAHOMA	87.80	0.00	0.00	12.20	0.00
OREGON	39.83	11.86	4.24	14.41	29.66
PENNSYLVANIA	61.07	0.00	0.00	3.36	35.57
PUERTO RICO	21.74	14.49	13.04	50.72	0.00
RHODE ISLAND	73.33	0.00	6.67	20.00	0.00
SOUTH CAROLINA	46.15	48.08	0.00	5.77	0.00
SOUTH DAKOTA	77.78	0.00	11.11	0.00	11.11
TENNESSEE	40.58	43.48	0.00	13.04	2.90
TEXAS	16.52	78.13	0.00	5.36	0.00
UTAH	75.00	6.25	0.00	12.50	6.25
VERMONT	73.68	0.00	0.00	26.32	0.00
VIRGINIA	73.33	10.00	3.33	0.00	13.33
WASHINGTON	51.96	3.92	0.98	25.49	17.65
WEST VIRGINIA	73.33	0.00	0.00	20.00	6.67
WISCONSIN	85.71	7.14	0.00	0.00	7.14
WYOMING	83.33	0.00	0.00	16.67	0.00
AMERICAN SAMOA	50.00	0.00	50.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	100.00	0.00
U.S. AND INSULAR AREAS	56.79	16.35	1.48	12.18	13.20
50 STATES, D.C. & P.R.	56.83	16.37	1.45	12.14	13.22

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	2	23	15	4	0	44
ALASKA	5	12	0	4	0	21
ARIZONA	24	7	13	7	4	55
ARKANSAS	12	17	1	2	0	32
CALIFORNIA	109	39	12	42	161	363
COLORADO	67	23	13	34	7	144
CONNECTICUT	7	7	11	8	1	34
DELAWARE	1	10	0	1	4	16
DISTRICT OF COLUMBIA	0	4	0	0	0	4
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	0	8	0	0	0	8
IDAHO	3	2	0	0	0	5
ILLINOIS	.	.	.	.	.	.
INDIANA	48	35	5	15	14	117
IOWA	8	9	15	9	0	41
KANSAS	20	0	13	16	16	65
KENTUCKY	5	23	3	4	5	40
LOUISIANA	0	10	2	3	5	20
MAINE	31	18	2	7	1	59
MARYLAND	12	64	19	29	0	124
MASSACHUSETTS	118	0	5	43	0	166
MICHIGAN	8	1	18	2	55	84
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1	5	3	1	0	10
MISSOURI	16	12	6	2	4	40
MONTANA	1	0	2	1	0	4
NEBRASKA	2	0	8	0	2	12
NEVADA	1	3	2	0	0	6
NEW HAMPSHIRE	1	0	6	2	2	11
NEW JERSEY	196	.	24	52	8	280
NEW MEXICO	7	10	2	1	3	23
NEW YORK	35	190	7	3	5	240
NORTH CAROLINA	24	9	5	4	6	48
NORTH DAKOTA	0	0	0	0	0	0
OHIO	223	95	75	16	2	411
OKLAHOMA	51	2	5	4	2	64
OREGON	.	.	.	.	.	.
PENNSYLVANIA	1	0	0	0	1	2
PUERTO RICO	0	2	55	32	0	89
RHODE ISLAND	3	0	1	0	0	4
SOUTH CAROLINA	3	20	4	6	0	33
SOUTH DAKOTA	3	0	4	0	4	11
TENNESSEE	5	24	4	8	5	46
TEXAS	4	205	0	38	0	247
UTAH	1	24	9	3	2	39
VERMONT	0	1	3	0	1	5
VIRGINIA	10	7	25	0	2	44
WASHINGTON	68	17	11	17	26	139
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	367	79	47	67	53	613
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	1	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	0	1
BUR. OF INDIAN AFFAIRS	3	0	6	1	14	24
U.S. AND INSULAR AREAS	1,506	1,018	461	489	415	3,889
50 STATES, D.C. & P.R.	1,503	1,017	455	487	401	3,863

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	4.55	52.27	34.09	9.09	0.00
ALASKA	23.81	57.14	0.00	19.05	0.00
ARIZONA	43.64	12.73	23.64	12.73	7.27
ARKANSAS	37.50	53.13	3.13	6.25	0.00
CALIFORNIA	30.03	10.74	3.31	11.57	44.35
COLORADO	46.53	15.97	9.03	23.61	4.86
CONNECTICUT	20.59	20.59	32.35	23.53	2.94
DELAWARE	6.25	62.50	0.00	6.25	25.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	60.00	40.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.
INDIANA	41.03	29.91	4.27	12.82	11.97
IOWA	19.51	21.95	36.59	21.95	0.00
KANSAS	30.77	0.00	20.00	24.62	24.62
KENTUCKY	12.50	57.50	7.50	10.00	12.50
LOUISIANA	0.00	50.00	10.00	15.00	25.00
MAINE	52.54	30.51	3.39	11.86	1.69
MARYLAND	9.68	51.61	15.32	23.39	0.00
MASSACHUSETTS	71.08	0.00	3.01	25.90	0.00
MICHIGAN	9.52	1.19	21.43	2.38	65.48
MINNESOTA	.	.	.	.	.
MISSISSIPPI	10.00	50.00	30.00	10.00	0.00
MISSOURI	40.00	30.00	15.00	5.00	10.00
MONTANA	25.00	0.00	50.00	25.00	0.00
NEBRASKA	16.67	0.00	66.67	0.00	16.67
NEVADA	16.67	50.00	33.33	0.00	0.00
NEW HAMPSHIRE	9.09	0.00	54.55	18.18	18.18
NEW JERSEY	70.00	.	8.57	18.57	2.86
NEW MEXICO	30.43	43.48	8.70	4.35	13.04
NEW YORK	14.58	79.17	2.92	1.25	2.08
NORTH CAROLINA	50.00	18.75	10.42	8.33	12.50
NORTH DAKOTA	.	.	.	.	.
OHIO	54.26	23.11	18.25	3.89	0.49
OKLAHOMA	79.69	3.13	7.81	6.25	3.13
OREGON	.	.	.	.	.
PENNSYLVANIA	50.00	0.00	0.00	0.00	50.00
PUERTO RICO	0.00	2.25	61.80	35.96	0.00
RHODE ISLAND	75.00	0.00	25.00	0.00	0.00
SOUTH CAROLINA	9.09	60.61	12.12	18.18	0.00
SOUTH DAKOTA	27.27	0.00	36.36	0.00	36.36
TENNESSEE	10.87	52.17	8.70	17.39	10.87
TEXAS	1.62	83.00	0.00	15.38	0.00
UTAH	2.56	61.54	23.08	7.69	5.13
VERMONT	0.00	20.00	60.00	0.00	20.00
VIRGINIA	22.73	15.91	56.82	0.00	4.55
WASHINGTON	48.92	12.23	7.91	12.23	18.71
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	59.87	12.89	7.67	10.93	8.65
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	12.50	0.00	25.00	4.17	58.33
U.S. AND INSULAR AREAS	38.72	26.18	11.85	12.57	10.67
50 STATES, D.C. & P.R.	38.91	26.33	11.78	12.61	10.38

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXMP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	13	2	2	0	2	19
ALASKA	1	1	1	2	0	5
ARIZONA	9	8	2	2	6	27
ARKANSAS	5	0	0	1	0	6
CALIFORNIA	136	50	14	55	200	455
COLORADO	27	3	0	4	2	36
CONNECTICUT	7	1	0	11	0	19
DELAWARE	6	4	0	0	0	10
DISTRICT OF COLUMBIA	4	0	0	0	0	4
FLORIDA	115	6	0	16	7	144
GEORGIA	15	25	6	3	2	51
HAWAII	6	7	0	0	0	13
IDAHO	4	1	0	1	0	6
ILLINOIS	127	4	13	8	5	157
INDIANA	24	2	0	3	3	32
IOWA	24	0	1	9	1	35
KANSAS	5	0	0	0	1	6
KENTUCKY	11	3	0	9	6	29
LOUISIANA	12	12	0	3	6	33
MAINE	9	1	0	1	0	11
MARYLAND	14	2	0	1	0	17
MASSACHUSETTS	59	0	3	21	0	83
MICHIGAN	118	10	8	31	158	325
MINNESOTA	48	1	1	6	17	73
MISSISSIPPI	5	10	0	2	1	18
MISSOURI	34	10	2	0	0	46
MONTANA	3	0	0	0	0	3
NEBRASKA	19	1	0	2	0	22
NEVADA	2	1	0	0	0	3
NEW HAMPSHIRE	4	0	0	0	1	5
NEW JERSEY	32	.	0	0	2	34
NEW MEXICO	11	2	0	0	2	15
NEW YORK	44	11	0	1	3	59
NORTH CAROLINA	40	4	0	3	3	50
NORTH DAKOTA	3	0	0	0	0	3
OHIO	205	2	1	21	3	232
OKLAHOMA	13	0	0	1	0	14
OREGON	20	5	3	14	37	79
PENNSYLVANIA	26	0	1	2	24	53
PUERTO RICO	11	3	8	8	0	30
RHODE ISLAND	6	0	5	0	0	11
SOUTH CAROLINA	23	17	1	2	2	45
SOUTH DAKOTA	1	0	1	0	0	2
TENNESSEE	32	17	0	5	8	62
TEXAS	102	117	0	19	0	238
UTAH	8	4	0	0	2	14
VERMONT	2	0	0	0	0	2
VIRGINIA	9	1	0	0	0	10
WASHINGTON	30	4	0	7	10	51
WEST VIRGINIA	11	0	0	0	0	11
WISCONSIN	9	2	1	1	0	13
WYOMING	4	0	0	0	0	4
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	0	0	2
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	1	1
U.S. AND INSULAR AREAS	1,510	354	74	275	516	2,729
50 STATES, D.C. & P.R.	1,508	354	74	275	514	2,725

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	68.42	10.53	10.53	0.00	10.53
ALASKA	20.00	20.00	20.00	40.00	0.00
ARIZONA	33.33	29.63	7.41	7.41	22.22
ARKANSAS	83.33	0.00	0.00	16.67	0.00
CALIFORNIA	29.89	10.99	3.08	12.09	43.96
COLORADO	75.00	8.33	0.00	11.11	5.56
CONNECTICUT	36.84	5.26	0.00	57.89	0.00
DELAWARE	60.00	40.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00
FLORIDA	79.86	4.17	0.00	11.11	4.86
GEORGIA	29.41	49.02	11.76	5.88	3.92
HAWAII	46.15	53.85	0.00	0.00	0.00
IDAHO	66.67	16.67	0.00	16.67	0.00
ILLINOIS	80.89	2.55	8.28	5.10	3.18
INDIANA	75.00	6.25	0.00	9.38	9.38
IOWA	68.57	0.00	2.86	25.71	2.86
KANSAS	83.33	0.00	0.00	0.00	16.67
KENTUCKY	37.93	10.34	0.00	31.03	20.69
LOUISIANA	36.36	36.36	0.00	9.09	18.18
MAINE	81.82	9.09	0.00	9.09	0.00
MARYLAND	82.35	11.76	0.00	5.88	0.00
MASSACHUSETTS	71.08	0.00	3.61	25.30	0.00
MICHIGAN	36.31	3.08	2.46	9.54	48.62
MINNESOTA	65.75	1.37	1.37	8.22	23.29
MISSISSIPPI	27.78	55.56	0.00	11.11	5.56
MISSOURI	73.91	21.74	4.35	0.00	0.00
MONTANA	100 00	0.00	0.00	0.00	0.00
NEBRASKA	86.36	4.55	0.00	9.09	0.00
NEVADA	66.67	33.33	0.00	0.00	0.00
NEW HAMPSHIRE	80.00	0.00	0.00	0.00	20.00
NEW JERSEY	94.12	.	0.00	0.00	5.88
NEW MEXICO	73.33	13.33	0.00	0.00	13.33
NEW YORK	74.58	18.64	0.00	1.69	5.08
NORTH CAROLINA	80.00	8.00	0.00	6.00	6.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	88.36	0.86	0.43	9.05	1.29
OKLAHOMA	92.86	0.00	0.00	7.14	0.00
OREGON	25.32	6.33	3.80	17.72	46.84
PENNSYLVANIA	49.06	0.00	1.89	3.77	45.28
PUERTO RICO	36.67	10.00	26.67	26.67	0.00
RHODE ISLAND	54.55	0.00	45.45	0.00	0.00
SOUTH CAROLINA	51.11	37.78	2.22	4.44	4.44
SOUTH DAKOTA	50.00	0.00	50.00	0.00	0.00
TENNESSEE	51.61	27.42	0.00	8.06	12.90
TEXAS	42.86	49.16	0.00	7.98	0.00
UTAH	57.14	28.57	0.00	0.00	14.29
VERMONT	100.00	0.00	0.00	0.00	0.00
VIRGINIA	90.00	10.00	0.00	0.00	0.00
WASHINGTON	58.82	7.84	0.00	13.73	19.61
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	69.23	15.38	7.69	7.69	0.00
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	100.00
U.S. AND INSULAR AREAS	55.33	12.97	2.71	10.08	18.91
50 STATES, D.C. & P.R.	55.34	12.99	2.72	10.09	18.86

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	18	1	1	1	1	22
ALASKA	7	0	0	2	0	9
ARIZONA	14	0	0	3	1	18
ARKANSAS	11	1	1	3	0	16
CALIFORNIA	189	69	21	76	282	637
COLORADO	.	.	.	.	.	.
CONNECTICUT	21	0	0	22	1	44
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	514	5	0	216	104	839
GEORGIA	17	8	0	9	4	38
HAWAII	2	2	0	0	0	4
IDAHO	5	3	0	3	1	12
ILLINOIS	42	2	9	16	3	72
INDIANA	2	1	2	3	0	8
IOWA	0	0	0	0	0	0
KANSAS	4	0	0	1	2	7
KENTUCKY	5	0	1	4	2	12
LOUISIANA	13	12	3	14	16	58
MAINE	13	1	0	6	1	21
MARYLAND	16	2	2	6	0	26
MASSACHUSETTS	74	0	3	29	0	106
MICHIGAN	2	3	4	0	27	36
MINNESOTA	23	1	1	4	15	44
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	14	0	0	2	2	18
MONTANA	5	0	1	1	1	8
NEBRASKA	19	1	0	2	2	24
NEVADA	1	1	1	1	0	4
NEW HAMPSHIRE	12	2	0	7	4	25
NEW JERSEY	46	.	0	8	0	54
NEW MEXICO	3	0	0	0	0	3
NEW YORK	70	47	4	0	0	121
NORTH CAROLINA	85	29	5	23	9	151
NORTH DAKOTA	1	0	0	0	1	2
OHIO	.	.	.	.	.	.
OKLAHOMA	2	0	0	3	1	6
OREGON	20	10	5	9	24	68
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	9	4	12	21	0	46
RHODE ISLAND	25	0	0	8	3	36
SOUTH CAROLINA	1	1	0	0	0	2
SOUTH DAKOTA	2	0	1	1	0	4
TENNESSEE	64	12	0	9	20	105
TEXAS	296	375	0	89	0	760
UTAH	10	2	0	1	1	14
VERMONT	3	1	0	0	0	4
VIRGINIA	17	3	0	2	1	23
WASHINGTON	117	8	2	51	44	222
WEST VIRGINIA	1	0	1	1	0	3
WISCONSIN	15	3	1	1	0	20
WYOMING	3	0	0	0	0	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	3	0	0	0	1	4
NORTHERN MARIANAS	0	0	0	0	1	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	8	0	0	7	15
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,836	618	81	658	582	3,775
50 STATES, D.C. & P.R.	1,833	610	81	658	573	3,755

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXOOONP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	81.82	4.55	4.55	4.55	4.55
ALASKA	77.78	0.00	0.00	22.22	0.00
ARIZONA	77.78	0.00	0.00	16.67	5.56
ARKANSAS	68.75	6.25	6.25	18.75	0.00
CALIFORNIA	29.67	10.83	3.30	11.93	44.27
COLORADO	.	.	.	.	.
CONNECTICUT	47.73	0.00	0.00	50.00	2.27
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	61.26	0.60	0.00	25.74	12.40
GEORGIA	44.74	21.05	0.00	23.68	10.53
HAWAII	50.00	50.00	0.00	0.00	0.00
IDAHO	41.67	25.00	0.00	25.00	8.33
ILLINOIS	58.33	2.78	12.50	22.22	4.17
INDIANA	25.00	12.50	25.00	37.50	0.00
IOWA	.	.	.	.	.
KANSAS	57.14	0.00	0.00	14.29	28.57
KENTUCKY	41.67	0.00	8.33	33.33	16.67
LOUISIANA	22.41	20.69	5.17	24.14	27.59
MAINE	61.90	4.76	0.00	28.57	4.76
MARYLAND	61.54	7.69	7.69	23.08	0.00
MASSACHUSETTS	69.81	0.00	2.83	27.36	0.00
MICHIGAN	5.56	8.33	11.11	0.00	75.00
MINNESOTA	52.27	2.27	2.27	9.09	34.09
MISSISSIPPI	.	.	.	.	.
MISSOURI	77.78	0.00	0.00	11.11	11.11
MONTANA	62.50	0.00	12.50	12.50	12.50
NEBRASKA	79.17	4.17	0.00	8.33	8.33
NEVADA	25.00	25.00	25.00	25.00	0.00
NEW HAMPSHIRE	48.00	8.00	0.00	28.00	16.00
NEW JERSEY	85.19	.	0.00	14.81	0.00
NEW MEXICO	100.00	0.00	0.00	0.00	0.00
NEW YORK	57.85	38.84	3.31	0.00	0.00
NORTH CAROLINA	56.29	19.21	3.31	15.23	5.96
NORTH DAKOTA	50.00	0.00	0.00	0.00	50.00
OHIO	.	.	.	.	.
OKLAHOMA	33.33	0.00	0.00	50.00	16.67
OREGON	29.41	14.71	7.35	13.24	35.29
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	19.57	8.70	26.09	45.65	0.00
RHODE ISLAND	69.44	0.00	0.00	22.22	8.33
SOUTH CAROLINA	50.00	50.00	0.00	0.00	0.00
SOUTH DAKOTA	50.00	0.00	25.00	25.00	0.00
TENNESSEE	60.95	11.43	0.00	8.57	19.05
TEXAS	38.95	49.34	0.00	11.71	0.00
UTAH	71.43	14.29	0.00	7.14	7.14
VERMONT	75.00	25.00	0.00	0.00	0.00
VIRGINIA	73.91	13.04	0.00	8.70	4.35
WASHINGTON	52.70	3.60	0.90	22.97	19.82
WEST VIRGINIA	33.33	0.00	33.33	33.33	0.00
WISCONSIN	75.00	15.00	5.00	5.00	0.00
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	75.00	0.00	0.00	0.00	25.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	53.33	0.00	0.00	46.67
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	48.64	16.37	2.15	17.43	15.42
50 STATES, D.C. & P.R.	48.81	16.25	2.16	17.52	15.26

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	15	1	0	1	0	17
ALASKA	2	0	1	1	0	4
ARIZONA	10	0	0	5	1	16
ARKANSAS	8	5	1	0	0	14
CALIFORNIA	49	18	6	20	70	163
COLORADO	8	0	0	0	0	8
CONNECTICUT	19	1	6	2	1	29
DELAWARE	4	3	0	0	0	7
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	47	4	0	8	1	60
GEORGIA	27	0	0	1	1	29
HAWAII	2	0	1	0	0	3
IDAHO	6	0	0	0	0	6
ILLINOIS	36	1	2	2	0	41
INDIANA	43	3	2	4	1	53
IOWA	15	5	1	3	0	24
KANSAS	6	0	0	0	0	6
KENTUCKY	9	0	0	3	2	14
LOUISIANA	6	2	0	5	4	17
MAINE	5	0	0	0	0	5
MARYLAND	7	8	0	0	0	15
MASSACHUSETTS	34	0	1	13	0	48
MICHIGAN	23	2	0	7	18	50
MINNESOTA	17	0	0	2	4	23
MISSISSIPPI	4	4	0	1	2	11
MISSOURI	26	2	0	14	2	44
MONTANA	3	0	0	0	0	3
NEBRASKA	3	1	0	1	0	5
NEVADA	1	2	0	0	0	3
NEW HAMPSHIRE	4	0	0	0	1	5
NEW JERSEY	4	.	0	0	0	4
NEW MEXICO	7	0	1	0	0	8
NEW YORK	55	5	0	0	0	60
NORTH CAROLINA	42	8	0	7	4	61
NORTH DAKOTA	2	0	0	0	0	2
OHIO	46	3	0	6	3	58
OKLAHOMA	32	3	0	9	3	47
OREGON	20	13	2	8	10	53
PENNSYLVANIA	29	0	0	2	19	50
PUERTO RICO	15	2	4	14	0	35
RHODE ISLAND	1	0	2	2	0	5
SOUTH CAROLINA	20	5	0	2	2	29
SOUTH DAKOTA	6	3	0	0	0	9
TENNESSEE	24	10	0	6	0	40
TEXAS	55	91	0	16	0	162
UTAH	6	1	0	0	0	7
VERMONT	0	1	0	1	0	2
VIRGINIA	26	0	0	1	1	28
WASHINGTON	11	0	0	4	4	19
WEST VIRGINIA	10	0	2	0	0	12
WISCONSIN	12	1	0	0	0	13
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	2	0	2
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	862	208	32	173	155	1,430
50 STATES, D.C. & P.R.	862	208	32	171	154	1,427

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXOONP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	88.24	5.88	0.00	5.88	0.00
ALASKA	50.00	0.00	25.00	25.00	0.00
ARIZONA	62.50	0.00	0.00	31.25	6.25
ARKANSAS	57.14	35.71	7.14	0.00	0.00
CALIFORNIA	30.06	11.04	3.68	12.27	42.94
COLORADO	100.00	0.00	0.00	0.00	0.00
CONNECTICUT	65.52	3.45	20.69	6.90	3.45
DELAWARE	57.14	42.86	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	78.33	6.67	0.00	13.33	1.67
GEORGIA	93.10	0.00	0.00	3.45	3.45
HAWAII	66.67	0.00	33.33	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00
ILLINOIS	87.80	2.44	4.88	4.88	0.00
INDIANA	81.13	5.66	3.77	7.55	1.89
IOWA	62.50	20.83	4.17	12.50	0.00
KANSAS	100.00	0.00	0.00	0.00	0.00
KENTUCKY	64.29	0.00	0.00	21.43	14.29
LOUISIANA	35.29	11.76	0.00	29.41	23.53
MAINE	100.00	0.00	0.00	0.00	0.00
MARYLAND	46.67	53.33	0.00	0.00	0.00
MASSACHUSETTS	70.83	0.00	2.08	27.08	0.00
MICHIGAN	46.00	4.00	0.00	14.00	36.00
MINNESOTA	73.91	0.00	0.00	8.70	17.39
MISSISSIPPI	36.36	36.36	0.00	9.09	18.18
MISSOURI	59.09	4.55	0.00	31.82	4.55
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	60.00	20.00	0.00	20.00	0.00
NEVADA	33.33	66.67	0.00	0.00	0.00
NEW HAMPSHIRE	80.00	0.00	0.00	0.00	20.00
NEW JERSEY	100.00	.	0.00	0.00	0.00
NEW MEXICO	87.50	0.00	12.50	0.00	0.00
NEW YORK	91.67	8.33	0.00	0.00	0.00
NORTH CAROLINA	68.85	13.11	0.00	11.48	6.56
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	79.31	5.17	0.00	10.34	5.17
OKLAHOMA	68.09	6.38	0.00	19.15	6.38
OREGON	37.74	24.53	3.77	15.09	18.87
PENNSYLVANIA	58.00	0.00	0.00	4.00	38.00
PUERTO RICO	42.86	5.71	11.43	40.00	0.00
RHODE ISLAND	20.00	0.00	40.00	40.00	0.00
SOUTH CAROLINA	68.97	17.24	0.00	6.90	6.90
SOUTH DAKOTA	66.67	33.33	0.00	0.00	0.00
TENNESSEE	60.00	25.00	0.00	15.00	0.00
TEXAS	33.95	56.17	0.00	9.88	0.00
UTAH	85.71	14.29	0.00	0.00	0.00
VERMONT	0.00	50.00	0.00	50.00	0.00
VIRGINIA	92.86	0.00	0.00	3.57	3.57
WASHINGTON	57.89	0.00	0.00	21.05	21.05
WEST VIRGINIA	83.33	0.00	16.67	0.00	0.00
WISCONSIN	92.31	7.69	0.00	0.00	0.00
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	0.00	100.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	60.28	14.55	2.24	12.10	10.84
50 STATES, D.C. & P.R.	60.41	14.58	2.24	11.98	10.79

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	3	0	0	0	4	7
COLORADO	1	1	1	0	0	3
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	2	0	0	0	2
DISTRICT OF COLUMBIA	0	1	0	0	0	1
FLORIDA	3	1	0	0	0	4
GEORGIA	0	0	0	0	1	1
HAWAII	0	2	0	0	0	2
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0
INDIANA	1	0	0	0	0	1
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	1	0	0	0	0	1
LOUISIANA	0	0	0	1	0	1
MAINE	0	0	0	0	0	0
MARYLAND	0	2	1	0	0	3
MASSACHUSETTS	6	0	0	2	0	8
MICHIGAN	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	1	1
MISSOURI	28	0	2	8	0	38
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	19	.	0	4	0	23
NEW MEXICO	0	0	0	0	0	0
NEW YORK	4	1	0	0	0	5
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	2	2	0	0	0	4
OKLAHOMA	1	0	0	0	0	1
OREGON	0	0	3	1	0	4
PENNSYLVANIA	0	0	0	0	2	2
PUERTO RICO	0	1	0	1	0	2
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	2	0	0	0	0	2
SOUTH DAKOTA	0	0	2	0	0	2
TENNESSEE	0	3	0	0	4	7
TEXAS	1	9	0	1	0	11
UTAH	0	0	0	1	0	1
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0
WASHINGTON	1	0	0	0	0	1
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	1	1	0	3
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	75	25	10	20	12	142
50 STATES, D.C. & P.R.	74	25	9	19	12	139

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	.	.	.	.	.
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	.	.	.	.	.
CALIFORNIA	42.86	0.00	0.00	0.00	57.14
COLORADO	33.33	33.33	33.33	0.00	0.00
CONNECTICUT	.	.	.	.	.
DELAWARE	0.00	100.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	75.00	25.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	100.00
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	.	.	.	.	.
INDIANA	100.00	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.
KANSAS	.	.	.	.	.
KENTUCKY	100.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	100.00	0.00
MAINE	.	.	.	.	.
MARYLAND	0.00	66.67	33.33	0.00	0.00
MASSACHUSETTS	75.00	0.00	0.00	25.00	0.00
MICHIGAN	.	.	.	.	.
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	100.00
MISSOURI	73.68	0.00	5.26	21.05	0.00
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	82.61	.	0.00	17.39	0.00
NEW MEXICO	.	.	.	.	.
NEW YORK	80.00	20.00	0.00	0.00	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.
OHIO	50.00	50.00	0.00	0.00	0.00
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	75.00	25.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	100.00
PUERTO RICO	0.00	50.00	0.00	50.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	100.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	100.00	0.00	0.00
TENNESSEE	0.00	42.86	0.00	0.00	57.14
TEXAS	9.09	81.82	0.00	9.09	0.00
UTAH	0.00	0.00	0.00	100.00	0.00
VERMONT	.	.	.	.	.
VIRGINIA	.	.	.	.	.
WASHINGTON	100.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	33.33	0.00	33.33	33.33	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	52.82	17.61	7.04	14.08	8.45
50 STATES, D.C. & P.R.	53.24	17.99	6.47	13.67	8.63

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
19OCT92

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

AGE GROUP	GRADUATED WITH -----DIPLOMA-----		GRADUATED WITH ---CERTIFICATE---		REACHED MAXIMUM -------AGE-------		DROPPED -------OUT-------		OTHER BASIS OF -------EXIT------		TOTAL EXITING ----THE SYSTEM---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	79	0.81	264	2.70	5	0.05	3,473	35.47	5,970	60.97	9,791	100
15	150	1.25	378	3.16	9	0.08	4,788	40.05	6,631	55.46	11,956	100
16	541	2.75	430	2.18	74	0.38	11,667	59.25	6,980	35.45	19,692	100
17	14,661	40.90	1,938	5.41	74	0.21	12,721	35.49	6,449	17.99	35,843	100
18	46,706	66.96	6,956	9.97	66	0.09	11,079	15.88	4,943	7.09	69,750	100
19	29,192	66.25	6,780	15.39	60	0.14	5,505	12.49	2,527	5.73	44,064	100
20	7,466	41.73	7,025	39.26	559	3.12	1,907	10.66	936	5.23	17,893	100
21	2,394	22.53	5,148	48.45	1,988	18.71	646	6.08	449	4.23	10,625	100
21+	770	21.30	814	22.52	1,533	42.41	163	4.51	335	9.27	3,615	100
14-21+	101,959	45.67	29,733	13.32	4,368	1.96	51,949	23.27	35,220	15.78	223,229	100

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH -----DIPLOMA-----		GRADUATED WITH ---CERTIFICATE---		REACHED MAXIMUM -------AGE-------		DROPPED -------OUT-------		OTHER BASIS OF -------EXIT------		TOTAL EXITING ----THE SYSTEM---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	34	0.63	48	0.88	1	0.02	2,251	41.42	3,101	57.06	5,435	100
15	82	1.33	124	2.01	4	0.06	2,623	42.44	3,348	54.17	6,181	100
16	293	2.99	161	1.64	26	0.26	5,766	58.75	3,568	36.36	9,814	100
17	9,580	46.78	891	4.35	19	0.09	6,634	32.40	3,353	16.37	20,477	100
18	30,684	72.30	3,160	7.45	17	0.04	5,897	13.90	2,681	6.32	42,439	100
19	18,498	72.09	2,824	11.01	18	0.07	2,934	11.44	1,384	5.39	25,658	100
20	3,683	42.29	3,700	42.48	39	0.45	869	9.98	418	4.80	8,709	100
21	606	17.33	2,254	64.46	264	7.55	256	7.32	117	3.35	3,497	100
21+	130	15.28	129	15.16	457	53.70	46	5.41	89	10.46	851	100
14-21+	63,590	51.67	13,291	10.80	845	0.69	27,276	22.16	18,059	14.67	123,061	100

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH -----DIPLOMA-----		GRADUATED WITH ---CERTIFICATE---		REACHED MAXIMUM -------AGE-------		DROPPED -------OUT-------		OTHER BASIS OF -------EXIT------		TOTAL EXITING ----THE SYSTEM---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	0.31	79	6.04	0	0.00	222	16.99	1,002	76.66	1,307	100
15	9	0.76	108	9.08	0	0.00	225	18.91	848	71.26	1,190	100
16	46	3.58	57	4.43	2	0.16	468	36.39	713	55.44	1,286	100
17	819	41.49	101	5.12	1	0.05	456	23.10	597	30.24	1,974	100
18	2,648	67.91	352	9.03	14	0.36	460	11.80	425	10.90	3,899	100
19	1,288	66.87	260	13.50	0	0.00	212	11.01	166	8.62	1,926	100
20	297	55.00	104	19.26	0	0.00	73	13.52	66	12.22	540	100
21	114	37.01	45	14.61	75	24.35	47	15.26	27	8.77	308	100
21+	33	10.61	57	18.33	197	63.34	11	3.54	13	4.18	311	100
14-21+	5,258	41.27	1,163	9.13	289	2.27	2,174	17.06	3,857	30.27	12,741	100

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT92

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	22	2.80	41	5.22	3	0.38	262	33.38	457	58.22	785	100
15	18	1.60	32	2.84	4	0.36	482	42.84	589	52.36	1,125	100
16	41	1.61	59	2.31	17	0.67	1,770	69.41	663	26.00	2,550	100
17	1,123	25.60	548	12.49	31	0.71	2,034	46.37	650	14.82	4,386	100
18	5,664	52.30	2,377	21.95	25	0.23	2,152	19.87	611	5.64	10,829	100
19	5,404	55.15	2,633	26.87	24	0.24	1,274	13.00	463	4.73	9,798	100
20	2,095	38.75	2,159	39.94	325	6.01	591	10.93	236	4.37	5,406	100
21	1,115	25.07	1,770	39.80	1,118	25.14	229	5.15	215	4.83	4,447	100
21+	401	23.76	457	27.07	580	34.36	82	4.86	168	9.95	1,688	100
14-21+	15,883	38.73	10,076	24.57	2,127	5.19	8,876	21.64	4,052	9.88	41,014	100

SERIOUS EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	16	0.90	94	5.30	0	0.00	602	33.97	1,060	59.82	1,772	100
15	34	1.20	110	3.88	1	0.04	1,230	43.40	1,459	51.48	2,834	100
16	119	2.31	146	2.83	18	0.35	3,225	62.56	1,647	31.95	5,155	100
17	2,034	29.05	321	4.59	20	0.29	3,168	45.25	1,458	20.83	7,001	100
18	4,327	53.47	633	7.82	5	0.06	2,163	26.73	964	11.91	8,092	100
19	2,229	56.70	449	11.42	10	0.25	879	22.36	364	9.26	3,931	100
20	655	46.49	269	19.09	77	5.46	275	19.52	133	9.44	1,409	100
21	161	18.11	416	46.79	219	24.63	58	6.52	35	3.94	889	100
21+	23	18.70	12	9.76	51	41.46	13	10.57	24	19.51	123	100
14-21+	9,598	30.76	2,450	7.85	401	1.29	11,613	37.21	7,144	22.89	31,206	100

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	1	1.03	0	0.00	23	23.71	73	75.26	97	100
15	0	0.00	0	0.00	0	0.00	31	28.97	76	71.03	107	100
16	11	6.32	3	1.72	0	0.00	86	49.43	74	42.53	174	100
17	250	59.24	14	3.32	0	0.00	78	18.48	80	18.96	422	100
18	798	73.82	142	13.14	1	0.09	87	8.05	53	4.90	1,081	100
19	537	65.41	192	23.39	2	0.24	48	5.85	42	5.12	821	100
20	186	50.13	135	36.39	6	1.62	28	7.55	16	4.31	371	100
21	41	32.54	35	27.78	25	19.84	13	10.32	12	9.52	126	100
21+	18	41.86	8	18.60	14	32.56	1	2.33	2	4.65	43	100
14-21+	1,841	56.79	530	16.35	48	1.48	395	12.18	428	13.20	3,242	100

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT92

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2	2.15	0	0.00	0	0.00	39	41.94	52	55.91	93	100
15	1	1.12	1	1.12	0	0.00	27	30.34	60	67.42	89	100
16	9	4.86	2	1.08	8	4.32	94	50.81	72	38.92	185	100
17	154	41.40	29	7.80	3	0.81	99	26.61	87	23.39	372	100
18	491	63.11	109	14.01	3	0.39	120	15.42	55	7.07	778	100
19	299	57.39	137	26.30	4	0.77	48	9.21	33	6.33	521	100
20	222	32.79	326	48.15	75	11.08	29	4.28	25	3.69	677	100
21	213	27.77	312	40.68	204	26.60	28	3.65	10	1.30	767	100
21+	115	28.26	102	25.06	164	40.29	5	1.23	21	5.16	407	100
14-21+	1,506	38.72	1,018	26.18	461	11.85	489	12.57	415	10.67	3,889	100

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	1	1.00	0	0.00	12	12.00	87	87.00	100	100
15	2	1.69	0	0.00	0	0.00	32	27.12	84	71.19	118	100
16	5	3.16	0	0.00	1	0.63	53	33.54	99	62.66	158	100
17	173	50.00	14	4.05	0	0.00	58	16.76	101	29.19	346	100
18	644	75.59	87	10.21	0	0.00	61	7.16	60	7.04	852	100
19	413	74.15	78	14.00	1	0.18	31	5.57	34	6.10	557	100
20	162	52.26	95	30.65	17	5.48	18	5.81	18	5.81	310	100
21	82	42.71	57	29.69	25	13.02	6	3.13	22	11.46	192	100
21+	29	30.21	22	22.92	30	31.25	4	4.17	11	11.46	96	100
14-21+	1,510	55.33	354	12.97	74	2.71	275	10.08	516	18.91	2,729	100

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	1	0.65	0	0.00	1	0.65	43	27.74	110	70.97	155	100
15	2	0.81	0	0.00	0	0.00	113	45.56	133	53.63	248	100
16	11	3.63	2	0.66	1	0.33	174	57.43	115	37.95	303	100
17	365	58.59	14	2.25	0	0.00	153	24.56	91	14.61	623	100
18	989	80.47	67	5.45	0	0.00	101	8.22	72	5.86	1,229	100
19	319	54.81	179	30.76	1	0.17	54	9.28	29	4.98	582	100
20	98	30.25	184	56.79	11	3.40	14	4.32	17	5.25	324	100
21	37	15.10	157	64.08	37	15.10	5	2.04	9	3.67	245	100
21+	14	21.21	15	22.73	30	45.45	1	1.52	6	9.09	66	100
14-21+	1,836	48.64	618	16.37	81	2.15	658	17.43	582	15.42	3,775	100

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT92

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL
SYSTEM BY AGE, AND BY BASIS OF EXIT
ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	18	40.00	27	60.00	45	100
15	2	3.51	3	5.26	0	0.00	23	40.35	29	50.88	57	100
16	5	8.33	0	0.00	0	0.00	28	46.67	27	45.00	60	100
17	154	69.37	6	2.70	0	0.00	33	14.86	29	13.06	222	100
18	421	83.04	29	5.72	1	0.20	34	6.71	22	4.34	507	100
19	193	75.69	27	10.59	0	0.00	24	9.41	11	4.31	255	100
20	58	45.31	45	35.16	9	7.03	9	7.03	7	5.47	128	100
21	22	16.67	91	68.94	13	9.85	4	3.03	2	1.52	132	100
21+	7	29.17	7	29.17	9	37.50	0	0.00	1	4.17	24	100
14-21+	862	60.28	208	14.55	32	2.24	173	12.10	155	10.84	1,430	100

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	1	50.00	1	50.00	2	100
15	0	0.00	0	0.00	0	0.00	2	28.57	5	71.43	7	100
16	1	14.29	0	0.00	1	14.29	3	42.86	2	28.57	7	100
17	9	45.00	0	0.00	0	0.00	8	40.00	3	15.00	20	100
18	40	90.91	0	0.00	0	0.00	4	9.09	0	0.00	44	100
19	12	80.00	1	6.67	0	0.00	1	6.67	1	6.67	15	100
20	10	52.63	8	42.11	0	0.00	1	5.26	0	0.00	19	100
21	3	13.64	11	50.00	8	36.36	0	0.00	0	0.00	22	100
21+	0	0.00	5	83.33	1	16.67	0	0.00	0	0.00	6	100
14-21+	75	52.82	25	17.61	10	7.04	20	14.08	12	8.45	142	100

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
19OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	1,749	652	83	14	20	235	417	701	623	103
ALASKA	275	58	13	19	24	31	46	75	15	36
ARIZONA	858	219	64	38	38	114	306	383	218	109
ARKANSAS	462	171	32	22	14	50	145	152	122	38
CALIFORNIA	3,631	1,927	1,740	247	261	672	1,243	1,327	1,656	857
COLORADO	311	50	16	15	8	62	41	98	151	66
CONNECTICUT	0	131	24	3	7	208	80	176	41	68
DELAWARE	357	121	37	7	0	65	133	65	131	94
DISTRICT OF COLUMBIA	32	22	1	0	0	10	22	31	27	1
FLORIDA	1,783	539	91	73	74	386	427	473	341	202
GEORGIA	1,393	394	66	65	37	223	318	365	414	108
HAWAII	297	122	80	11	10	100	128	106	137	40
IDAHO	239	41	6	4	6	32	34	54	61	18
ILLINOIS	978	259	107	11	18	74	145	118	480	102
INDIANA	1,337	736	106	21	84	222	514	439	611	346
IOWA	391	104	16	7	16	45	147	132	87	99
KANSAS	70	22	24	22	0	11	21	39	41	40
KENTUCKY	1,516	323	83	23	52	93	510	391	408	76
LOUISIANA	165	45	3	1	5	13	27	43	21	40
MAINE	2,333	394	149	152	38	1,649	666	756	756	369
MARYLAND	264	90	10	15	3	22	24	63	21	58
MASSACHUSETTS	140	365	9	15	10	501	115	79	663	362
MICHIGAN	223	38	10	161	62	166	51	61	229	64
MINNESOTA	2,472	126	105	10	11	370	64	222	212	61
MISSISSIPPI	611	244	49	31	33	65	256	172	164	27
MISSOURI	2,334	406	298	26	46	250	922	530	494	210
MONTANA	228	20	6	3	4	19	57	118	68	31
NEBRASKA	73	76	62	7	3	220	76	0	0	0
NEVADA	128	42	6	7	1	19	33	37	34	29
NEW HAMPSHIRE	50	10	3	2	5	3	10	7	12	0
NEW JERSEY	2,512	521	42	30	50	178	363	405	373	157
NEW MEXICO	291	0	0	0	3	4	7	3	4	7
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	1,902	707	71	67	50	207	758	452	381	148
NORTH DAKOTA	8	6	1	1	1	0	4	1	1	5
OHIO	1,826	588	93	49	31	245	455	532	436	186
OKLAHOMA	878	217	50	19	98	69	253	432	174	89
OREGON	117	61	1	32	2	24	38	57	18	29
PENNSYLVANIA	421	53	32	10	2	56	19	16	12	40
PUERTO RICO	823	176	8	32	8	15	258	45	31	22
RHODE ISLAND	9	0	0	0	0	0	0	2	2	1
SOUTH CAROLINA	923	339	63	46	25	47	317	285	294	142
SOUTH DAKOTA	45	7	0	0	1	3	5	7	7	10
TENNESSEE	571	100	80	45	8	50	222	182	289	193
TEXAS	849	1,232	848	203	551	0	2,808	2,567	1,110	1,437
UTAH	463	62	26	11	19	109	138	86	68	23
VERMONT	61	2	0	0	0	3	1	9	2	1
VIRGINIA	1,047	130	83	18	39	181	222	203	220	66
WASHINGTON	3,276	517	88	27	11	150	304	270	484	154
WEST VIRGINIA	645	301	30	6	42	73	218	199	111	55
WISCONSIN	958	282	50	38	28	145	146	393	426	120
WYOMING	83	0	1	0	1	10	4	2	0	2
AMERICAN SAMOA	20	1	0	1	0	0	5	1	6	0
GUAM	100	0	0	0	0	0	40	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	37	8	3	4	2	4	31	18	3	3
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	42,565	13,057	4,869	1,671	1,862	7,503	13,594	13,380	12,690	6,544
50 STATES, D.C. & P.R.	42,408	13,048	4,866	1,666	1,860	7,499	13,518	13,361	12,681	6,541

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,963	959	1,482	665	1,554	64	11,284	513
ALASKA	168	174	149	55	74	14	1,226	91
ARIZONA	1,177	651	805	487	836	72	6,375	308
ARKANSAS	894	367	646	286	447	32	3,880	416
CALIFORNIA	3,999	2,021	3,378	1,336	2,445	37,058	63,798	42,426
COLORADO	537	220	322	107	223	245	2,472	1,195
CONNECTICUT	295	312	0	236	147	280	2,008	0
DELAWARE	408	319	364	247	276	4	2,628	27
DISTRICT OF COLUMBIA	50	39	30	23	40	0	328	43
FLORIDA	2,232	942	1,463	1,287	2,129	770	13,212	1,966
GEORGIA	1,912	995	1,554	548	1,320	30	9,742	538
HAWAII	400	302	342	181	174	98	2,528	42
IDAHO	290	165	253	66	270	30	1,569	230
ILLINOIS	954	532	2,150	319	1,103	409	7,759	6,894
INDIANA	1,850	1,062	1,420	698	2,084	405	11,935	1,033
IOWA	778	257	342	137	434	429	3,421	1,700
KANSAS	125	60	65	41	82	64	727	857
KENTUCKY	1,950	1,248	1,389	727	1,070	105	9,964	392
LOUISIANA	344	36	151	64	128	48	1,134	3,048
MAINE	2,946	149	2,946	1,036	2,946	2,359	19,644	2,964
MARYLAND	418	240	257	122	333	38	1,978	221
MASSACHUSETTS	138	84	368	33	243	9	3,134	0
MICHIGAN	229	430	430	229	430	69	2,882	5,835
MINNESOTA	1,302	1,535	681	324	578	3	8,076	0
MISSISSIPPI	859	423	866	446	681	52	4,979	234
MISSOURI	2,900	1,352	2,394	1,062	2,508	440	16,172	352
MONTANA	216	204	201	69	128	12	1,384	126
NEBRASKA	290	290	290	290	0	.	1,677	1,045
NEVADA	122	98	135	43	81	10	825	246
NEW HAMPSHIRE	54	22	45	7	43	35	308	84
NEW JERSEY	2,073	822	1,762	533	1,751	228	11,800	3,374
NEW MEXICO	117	40	50	10	169	0	705	1,092
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	1,894	1,448	1,770	758	1,737	31	12,381	1,178
NORTH DAKOTA	24	10	15	5	17	14	113	0
OHIO	2,138	1,450	1,990	651	1,691	110	12,471	1,596
OKLAHOMA	1,448	745	1,076	272	1,081	28	6,929	823
OREGON	158	167	87	26	80	55	952	206
PENNSYLVANIA	110	33	63	19	61	1,909	2,856	28,593
PUERTO RICO	325	259	312	22	367	618	3,321	2,952
RHODE ISLAND	3	0	54	0	8	0	79	1,195
SOUTH CAROLINA	1,180	812	1,021	443	956	23	6,916	365
SOUTH DAKOTA	48	11	18	1	8	219	390	467
TENNESSEE	1,088	474	744	389	851	207	5,493	1,252
TEXAS	9,322	7,991	4,106	1,046	8,208	11,889	54,167	2,190
UTAH	426	400	431	177	232	8	2,679	89
VERMONT	41	9	10	35	9	24	207	386
VIRGINIA	749	864	1,083	362	419	71	5,757	2,795
WASHINGTON	1,261	1,339	807	484	1,171	0	10,343	2,704
WEST VIRGINIA	1,031	649	794	428	713	48	5,343	362
WISCONSIN	1,800	741	1,086	324	1,073	84	7,694	1,160
WYOMING	13	11	3	1	16	.	147	.
AMERICAN SAMOA	17	6	17	17	20	0	111	0
GUAM	67	20	68	14	2	0	311	81
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	42	35	29	30	43	0	292	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	55,175	33,824	42,314	17,218	43,490	58,750	368,506	125,686
50 STATES, D.C. & P.R.	55,049	33,763	42,200	17,157	43,425	58,750	367,792	125,605

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	525	120	9	2	9	57	97	189	114	8
ALASKA	185	5	1	15	12	7	11	28	6	4
ARIZONA	509	81	11	10	19	51	113	134	98	11
ARKANSAS	224	38	4	0	8	12	57	40	37	5
CALIFORNIA	2,126	541	738	29	99	212	354	208	429	65
COLORADO	140	1	0	0	2	12	13	6	16	1
CONNECTICUT	0	22	2	0	0	69	19	64	5	1
DELAWARE	161	29	12	0	0	8	38	26	48	7
DISTRICT OF COLUMBIA	13	11	0	0	0	5	4	12	11	0
FLORIDA	800	63	13	1	22	52	116	141	22	4
GEORGIA	377	30	2	0	8	23	51	41	37	12
HAWAII	185	38	43	0	3	50	39	41	63	3
IDAHO	162	12	0	1	3	14	16	7	11	3
ILLINOIS	435	22	75	0	8	13	12	20	52	11
INDIANA	473	72	24	0	54	49	62	25	81	6
IOWA	138	6	1	0	6	4	53	27	15	1
KANSAS	22	1	0	0	0	1	3	10	6	1
KENTUCKY	712	59	4	0	37	14	135	84	92	6
LOUISIANA	88	6	0	0	1	1	8	9	4	0
MAINE	785	19	13	13	3	410	109	105	105	11
MARYLAND	144	6	0	2	0	8	2	6	2	2
MASSACHUSETTS	49	129	3	5	4	177	40	28	234	128
MICHIGAN	79	3	1	0	2	21	14	12	129	0
MINNESOTA	1,690	0	25	0	0	0	0	4	0	0
MISSISSIPPI	351	105	15	6	25	8	110	70	31	0
MISSOURI	734	28	162	0	6	54	424	74	64	4
MONTANA	97	1	0	0	2	1	12	38	20	0
NEBRASKA	28	3	12	0	2	91	20	0	0	0
NEVADA	71	9	0	0	0	4	7	5	10	4
NEW HAMPSHIRE	25	3	2	0	4	0	4	1	5	0
NEW JERSEY	1,311	147	11	0	28	68	92	94	105	9
NEW MEXICO	183	0	0	0	1	1	1	1	1	1
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	622	80	5	4	8	48	187	38	51	9
NORTH DAKOTA	2	0	1	0	0	0	3	0	0	0
OHIO	587	47	7	3	8	42	64	37	40	11
OKLAHOMA	402	19	3	0	41	15	44	104	66	1
OREGON	48	1	0	0	1	6	14	14	2	0
PENNSYLVANIA	166	8	5	0	0	18	6	3	1	9
PUERTO RICO	4	2	0	4	0	0	2	0	1	0
RHODE ISLAND	5	0	0	0	0	0	0	1	2	1
SOUTH CAROLINA	354	36	0	10	14	3	69	33	84	14
SOUTH DAKOTA	29	0	0	0	0	0	2	1	1	0
TENNESSEE	227	51	9	1	0	16	37	38	67	6
TEXAS	564	200	100	0	300	0	500	100	300	100
UTAH	210	3	7	1	15	32	25	5	9	2
VERMONT	25	2	0	0	0	2	0	1	1	0
VIRGINIA	657	14	12	4	27	17	39	35	69	5
WASHINGTON	2,271	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	339	55	0	0	0	19	62	34	5	0
WISCONSIN	360	17	2	0	7	20	19	85	38	1
WYOMING	44	0	1	0	0	5	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	80	0	0	0	0	0	30	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	19,818	2,145	1,336	111	789	1,740	3,140	2,079	2,590	468
50 STATES, D.C. & P.R.	19,738	2,145	1,336	111	789	1,740	3,110	2,079	2,590	468

DATA AS OF OCTOBER 1, 1992.

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21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	637	240	485	169	506	34	3,201	343
ALASKA	101	89	98	42	44	2	650	81
ARIZONA	707	335	449	270	508	25	3,331	254
ARKANSAS	523	170	371	157	219	5	1,870	338
CALIFORNIA	2,616	907	2,218	772	856	22,290	34,460	21,109
COLORADO	252	74	135	32	79	97	860	779
CONNECTICUT	113	121	0	82	82	91	671	0
DELAWARE	150	117	149	81	116	1	943	19
DISTRICT OF COLUMBIA	32	18	14	14	22	0	156	38
FLORIDA	1,289	237	670	609	1,001	469	5,509	1,156
GEORGIA	554	192	386	108	313	15	2,149	294
HAWAII	239	140	168	70	70	48	1,200	42
IDAHO	187	74	140	23	172	22	847	197
ILLINOIS	377	175	1,101	143	352	201	2,997	4,076
INDIANA	645	224	494	128	866	108	3,311	764
IOWA	302	73	112	53	170	199	1,160	908
KANSAS	36	8	25	11	36	26	186	616
KENTUCKY	880	520	581	216	391	15	3,746	284
LOUISIANA	189	12	77	21	55	17	488	1,905
MAINE	1,307	65	1,307	336	1,307	1,499	7,394	1,837
MARYLAND	216	83	134	24	198	21	848	184
MASSACHUSETTS	49	30	130	12	86	3	1,107	0
MICHIGAN	129	186	186	129	186	52	1,129	3,253
MINNESOTA	785	929	524	106	80	0	4,143	0
MISSISSIPPI	478	210	545	260	362	8	2,584	198
MISSOURI	1,152	546	1,290	302	954	32	5,826	244
MONTANA	113	94	92	14	73	9	566	107
NEBRASKA	147	147	147	147	0	.	744	682
NEVADA	68	44	83	25	43	5	378	228
NEW HAMPSHIRE	31	8	25	1	24	24	157	70
NEW JERSEY	1,122	387	1,026	243	997	116	5,756	2,538
NEW MEXICO	67	23	28	5	88	0	400	702
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	535	380	517	218	502	23	3,227	685
NORTH DAKOTA	18	7	11	2	12	6	62	0
OHIO	651	276	646	139	396	48	3,002	985
OKLAHOMA	779	330	558	122	594	12	3,090	615
OREGON	67	91	31	12	20	21	328	157
PENNSYLVANIA	25	9	17	7	17	504	796	7,316
PUERTO RICO	1	1	3	0	2	11	31	22
RHODE ISLAND	0	0	43	0	8	0	60	894
SOUTH CAROLINA	371	250	296	130	315	2	1,981	196
SOUTH DAKOTA	31	4	10	0	2	95	175	234
TENNESSEE	584	218	418	230	483	60	2,445	936
TEXAS	6,765	5,638	2,819	500	5,638	7,893	31,417	2,000
UTAH	186	180	220	82	81	2	1,060	58
VERMONT	16	2	6	23	2	15	95	206
VIRGINIA	295	536	683	118	147	43	2,701	1,923
WASHINGTON	424	424	121	0	424	0	3,664	2,665
WEST VIRGINIA	551	251	420	208	329	0	2,273	0
WISCONSIN	771	204	397	70	433	20	2,444	633
WYOMING	6	9	3	0	6	.	76	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	40	8	60	8	0	0	226	76
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	5	2	0	1	3	0	11	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	27,614	15,298	20,469	6,475	19,670	34,189	157,931	62,847
50 STATES, D.C. & P.R.	27,569	15,288	20,409	6,466	19,667	34,189	157,694	62,771

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	8	1	1	0	0	1	2	4	1	0
ALASKA	36	0	0	0	0	0	0	0	0	0
ARIZONA	8	0	1	0	0	1	1	1	1	0
ARKANSAS	3	1	1	1	1	0	0	2	2	0
CALIFORNIA	175	77	338	7	2	20	43	17	43	4
COLORADO	5	0	0	0	0	0	1	1	1	0
CONNECTICUT	0	1	0	0	0	2	1	3	0	0
DELAWARE	2	0	0	0	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	15	0	0	0	5	0	1	1	0	0
GEORGIA	6	1	1	1	0	1	8	2	1	2
HAWAII	0	1	0	0	0	0	1	0	1	0
IDAHO	1	0	0	0	0	0	1	0	0	0
ILLINOIS	3	1	0	0	0	0	0	0	2	0
INDIANA	24	22	0	1	0	2	20	0	19	0
IOWA	1	0	0	0	0	0	0	1	1	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	5	0	0	0	0	1	1	0	0	0
LOUISIANA	8	3	0	0	0	0	0	2	1	1
MAINE	65	3	1	10	3	24	8	9	9	1
MARYLAND	0	0	0	0	0	1	0	0	0	1
MASSACHUSETTS	32	84	2	4	2	115	26	18	152	83
MICHIGAN	1	0	0	0	0	1	0	0	0	0
MINNESOTA	32	0	0	0	0	0	0	0	8	0
MISSISSIPPI	10	4	1	0	0	0	3	0	4	0
MISSOURI	74	0	16	0	0	0	2	0	0	0
MONTANA	3	1	3	0	1	1	1	8	5	1
NEBRASKA	0	0	1	0	0	1	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	1	0	0
NEW JERSEY	13	7	2	0	0	2	4	7	4	0
NEW MEXICO	33	0	0	0	0	0	0	0	1	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	11	4	7	0	0	7	3	3	4	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	9	0	1	0	0	1	0	6	2	2
OKLAHOMA	6	0	0	0	0	0	0	0	0	0
OREGON	0	7	0	0	0	3	1	0	0	0
PENNSYLVANIA	26	27	3	1	0	1	0	1	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	5	1	0	0	0	0	1	0	1	0
SOUTH DAKOTA	0	0	0	0	1	0	0	0	0	0
TENNESSEE	16	3	0	0	0	2	5	4	68	5
TEXAS	19	0	100	0	50	0	0	0	0	0
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	3	0	0	0	0	0	0	4	0	0
VIRGINIA	5	0	0	1	0	1	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	2	2	0	0	0	0	0	2	1	0
WISCONSIN	4	0	0	0	0	0	0	0	0	0
WYOMING	10	0	0	0	0	1	1	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	682	251	479	26	65	190	135	97	332	101
50 STATES, D.C. & P.R.	680	251	479	26	65	190	135	97	332	101

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	3	2	2	1	4	0	30	4
ALASKA	4	16	16	4	1	1	78	2
ARIZONA	8	6	7	1	6	21	62	2
ARKANSAS	6	5	5	4	1	0	32	4
CALIFORNIA	105	35	91	41	348	8,135	9,481	17,399
COLORADO	7	2	7	0	3	4	31	33
CONNECTICUT	7	7	0	1	0	14	36	0
DELAWARE	2	2	3	2	2	0	14	2
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	8	6	9	7	13	7	72	124
GEORGIA	8	4	3	3	2	1	44	16
HAWAII	1	0	1	0	0	0	5	0
IDAHO	1	2	2	0	2	0	9	9
ILLINOIS	5	1	45	2	4	3	66	145
INDIANA	15	7	4	0	41	75	230	39
IOWA	1	0	0	1	1	1	7	13
KANSAS	0	0	0	0	1	0	1	16
KENTUCKY	16	14	14	15	16	1	83	9
LOUISIANA	16	2	6	4	6	2	51	229
MAINE	93	5	93	17	93	93	527	223
MARYLAND	1	2	2	1	3	0	11	13
MASSACHUSETTS	32	20	85	8	56	3	722	0
MICHIGAN	0	2	2	0	2	1	9	326
MINNESOTA	22	18	0	12	34	0	126	0
MISSISSIPPI	6	5	5	6	8	0	52	0
MISSOURI	92	12	76	0	164	0	436	20
MONTANA	8	8	8	8	2	1	59	3
NEBRASKA	1	1	1	1	0	.	6	25
NEVADA	0	0	0	0	0	0	0	1
NEW HAMPSHIRE	2	1	2	0	2	3	12	5
NEW JERSEY	13	7	9	9	11	9	97	31
NEW MEXICO	17	8	13	3	31	0	106	140
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	7	8	7	6	12	0	80	150
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	13	10	14	1	7	6	72	30
OKLAHOMA	2	1	2	0	0	1	12	30
OREGON	6	0	0	0	0	9	26	0
PENNSYLVANIA	0	0	1	7	0	770	837	14,962
PUERTO RICO	0	1	1	0	0	0	2	1
RHODE ISLAND	0	0	0	0	0	0	0	15
SOUTH CAROLINA	10	1	20	1	2	0	42	2
SOUTH DAKOTA	0	0	2	0	0	84	87	201
TENNESSEE	17	10	11	18	15	5	179	72
TEXAS	0	0	0	0	0	270	439	60
UTAH	2	0	2	0	0	0	4	2
VERMONT	4	0	1	1	1	2	16	46
VIRGINIA	3	3	5	2	2	0	22	135
WASHINGTON	0	0	0	0	0	0	0	39
WEST VIRGINIA	4	2	5	1	9	1	29	20
WISCONSIN	8	0	1	0	2	2	17	43
WYOMING	2	1	0	1	1	.	17	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	578	237	583	189	908	9,525	14,378	34,641
50 STATES, D.C. & P.R.	578	237	583	189	908	9,525	14,376	34,641

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	954	418	37	0	3	133	245	426	442	63
ALASKA	14	30	0	0	0	1	3	22	5	19
ARIZONA	146	93	25	10	7	39	95	147	78	60
ARKANSAS	184	98	8	1	2	18	68	83	68	20
CALIFORNIA	247	498	76	21	30	51	185	290	370	237
COLORADO	24	22	0	0	0	3	12	51	53	30
CONNECTICUT	0	59	8	0	0	27	16	38	17	42
DELAWARE	53	17	5	0	0	5	14	18	21	10
DISTRICT OF COLUMBIA	17	6	0	0	0	5	12	14	10	0
FLORIDA	422	299	32	23	31	126	191	261	254	152
GEORGIA	560	292	10	17	23	79	178	234	298	72
HAWAII	44	55	14	0	0	27	61	42	43	25
IDAHO	40	22	3	0	1	7	6	33	39	9
ILLINOIS	240	127	4	3	2	39	40	59	259	72
INDIANA	565	499	53	6	13	95	324	330	406	258
IOWA	81	63	2	0	2	24	47	67	43	58
KANSAS	24	16	0	2	0	6	14	17	26	19
KENTUCKY	512	210	34	3	9	60	250	247	263	53
LOUISIANA	38	28	1	0	2	9	13	28	13	35
MAINE	517	166	26	24	6	203	172	337	337	152
MARYLAND	57	45	0	5	0	3	9	33	9	38
MASSACHUSETTS	30	78	3	3	3	106	24	17	141	77
MICHIGAN	62	19	1	0	4	34	4	29	52	25
MINNESOTA	315	49	0	0	0	190	18	42	92	10
MISSISSIPPI	210	115	6	0	0	36	130	90	121	10
MISSOURI	260	230	24	0	18	6	158	274	284	118
MONTANA	31	11	0	0	0	1	12	21	8	9
NEBRASKA	16	50	14	0	1	62	28	0	0	0
NEVADA	18	19	3	1	0	7	11	18	16	15
NEW HAMPSHIRE	9	6	0	0	0	2	3	4	6	0
NEW JERSEY	192	173	2	0	11	15	101	120	83	33
NEW MEXICO	19	0	0	0	1	1	5	2	1	3
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	565	487	15	12	25	71	292	331	257	69
NORTH DAKOTA	5	4	0	0	1	0	0	0	1	4
OHIO	763	255	6	0	4	89	192	283	246	59
OKLAHOMA	308	134	14	5	48	26	139	251	64	40
OREGON	17	37	0	1	0	11	8	23	13	22
PENNSYLVANIA	108	10	11	1	0	8	8	8	9	17
PUERTO RICO	3	0	0	0	0	0	0	0	1	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	355	249	12	3	3	16	169	197	156	105
SOUTH DAKOTA	7	5	0	0	0	1	1	2	4	6
TENNESSEE	144	0	6	0	2	9	37	88	82	73
TEXAS	82	410	160	0	0	0	821	985	160	410
UTAH	53	26	1	0	2	35	40	41	18	11
VERMONT	10	0	0	0	0	0	0	1	0	0
VIRGINIA	138	75	27	5	3	67	73	121	67	31
WASHINGTON	595	476	0	0	0	0	208	208	476	54
WEST VIRGINIA	189	218	3	1	26	36	125	144	97	50
WISCONSIN	101	104	2	0	0	41	33	129	171	44
WYOMING	10	0	0	0	0	1	1	2	0	0
AMERICAN SAMOA	18	1	0	0	0	0	5	1	5	0
GUAM	12	0	0	0	0	0	5	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	28	2	0	2	0	0	25	13	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,412	6,306	648	149	283	1,831	4,631	6,222	5,685	2,719
50 STATES, D.C. & P.R.	9,354	6,303	648	147	283	1,831	4,596	6,208	5,680	2,719

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MENTAL RETARDATION

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,097	638	866	425	826	20	6,593	141
ALASKA	33	23	23	3	14	1	191	0
ARIZONA	295	185	209	110	190	7	1,696	26
ARKANSAS	316	165	242	104	181	16	1,574	67
CALIFORNIA	521	490	314	162	224	1,902	5,618	752
COLORADO	91	70	67	44	42	16	525	72
CONNECTICUT	72	59	0	67	24	83	512	0
DELAWARE	44	39	49	23	46	0	344	3
DISTRICT OF COLUMBIA	18	20	15	9	17	0	143	4
FLORIDA	593	370	509	370	651	167	4,451	221
GEORGIA	918	581	826	305	673	8	5,074	136
HAWAII	105	102	103	72	65	34	792	0
IDAHO	66	60	81	29	57	4	457	15
ILLINOIS	394	259	590	119	471	106	2,784	650
INDIANA	915	660	735	471	895	174	6,399	163
IOWA	267	120	151	56	152	74	1,207	321
KANSAS	46	43	32	18	28	13	304	165
KENTUCKY	778	554	641	387	471	72	4,544	91
LOUISIANA	97	17	50	30	41	22	424	459
MAINE	609	30	609	359	609	157	4,313	193
MARYLAND	101	75	71	67	63	12	588	4
MASSACHUSETTS	30	18	78	7	52	2	669	0
MICHIGAN	52	107	107	52	107	7	662	564
MINNESOTA	192	320	115	86	185	0	1,614	0
MISSISSIPPI	321	175	270	161	265	40	1,950	31
MISSOURI	820	496	528	424	792	4	4,436	60
MONTANA	36	23	28	11	14	0	205	10
NEBRASKA	100	100	100	100	0	.	571	172
NEVADA	28	30	28	13	20	5	232	1
NEW HAMPSHIRE	12	10	12	4	11	0	79	1
NEW JERSEY	291	188	225	107	228	24	1,793	123
NEW MEXICO	10	3	4	0	26	0	75	60
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	912	674	848	328	749	2	5,637	155
NORTH DAKOTA	6	3	3	3	4	5	39	0
OHIO	946	765	945	309	877	16	5,755	478
OKLAHOMA	533	319	386	127	386	10	2,790	146
OREGON	43	37	27	11	22	10	282	15
PENNSYLVANIA	57	19	37	1	29	302	625	3,016
PUERTO RICO	4	3	6	1	9	2	29	25
RHODE ISLAND	3	0	8	0	0	0	11	73
SOUTH CAROLINA	613	438	551	236	459	8	3,570	105
SOUTH DAKOTA	11	4	4	1	4	17	67	17
TENNESSEE	314	163	216	108	217	31	1,490	149
TEXAS	985	821	410	85	821	1,149	7,299	100
UTAH	79	92	79	36	50	0	563	10
VERMONT	15	6	2	4	6	3	47	70
VIRGINIA	250	152	202	99	184	15	1,509	349
WASHINGTON	476	476	476	476	476	0	4,397	0
WEST VIRGINIA	365	333	310	168	291	14	2,370	47
WISCONSIN	280	177	231	89	197	16	1,615	66
WYOMING	2	0	0	0	2	.	18	.
AMERICAN SAMOA	15	5	15	15	18	0	98	0
GUAM	20	5	1	0	0	0	43	2
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	30	28	25	27	32	0	212	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	15,227	10,550	12,460	6,319	12,273	4,570	99,285	9,328
50 STATES, D.C. & P.R.	15,162	10,512	12,419	6,277	12,223	4,570	98,932	9,326

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	207	42	1	0	0	16	32	28	29	10
ALASKA	25	3	0	0	1	17	18	14	2	6
ARIZONA	148	15	3	1	2	14	79	72	27	22
ARKANSAS	5	2	0	0	0	2	2	1	1	0
CALIFORNIA	723	84	7	3	18	149	252	76	97	103
COLORADO	103	0	0	0	0	34	5	9	27	6
CONNECTICUT	0	16	0	0	0	72	28	51	6	4
DELAWARE	113	54	0	0	0	40	62	6	43	59
DISTRICT OF COLUMBIA	2	1	1	0	0	0	1	1	2	1
FLORIDA	458	124	3	0	3	176	94	51	31	23
GEORGIA	389	49	1	2	1	100	67	54	63	16
HAWAII	45	2	7	0	0	9	8	2	9	2
IDAHO	24	2	0	0	0	9	8	5	4	3
ILLINOIS	260	82	23	0	0	12	85	23	139	16
INDIANA	202	54	0	0	1	49	71	47	52	19
IOWA	154	7	0	0	1	8	37	21	12	19
KANSAS	20	1	0	1	0	0	3	2	2	2
KENTUCKY	170	9	0	0	0	2	68	9	12	2
LOUISIANA	26	3	0	0	0	2	3	2	1	2
MAINE	685	54	1	13	3	775	275	149	149	84
MARYLAND	32	4	0	0	0	3	0	1	0	0
MASSACHUSETTS	19	50	1	2	1	69	16	11	91	50
MICHIGAN	60	5	0	0	2	102	32	14	27	25
MINNESOTA	300	8	0	0	0	160	12	117	74	48
MISSISSIPPI	11	0	0	0	0	1	0	0	1	0
MISSOURI	1,172	98	12	0	0	116	306	122	110	80
MONTANA	86	3	0	1	0	11	25	44	31	19
NEBRASKA	24	6	1	0	0	14	12	0	0	0
NEVADA	31	6	0	0	0	3	9	3	1	4
NEW HAMPSHIRE	13	1	0	0	1	1	3	1	1	0
NEW JERSEY	822	90	0	0	0	53	101	85	118	72
NEW MEXICO	47	0	0	0	0	1	0	0	1	3
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	478	55	2	0	2	33	174	27	28	28
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	218	11	0	1	0	49	40	35	26	15
OKLAHOMA	111	6	0	0	1	8	37	49	18	15
OREGON	22	0	0	0	0	4	10	6	0	1
PENNSYLVANIA	108	8	3	1	0	29	5	3	0	13
PUERTO RICO	425	89	4	16	4	8	131	23	17	12
RHODE ISLAND	4	0	0	0	0	0	0	1	0	0
SOUTH CAROLINA	138	13	3	3	0	15	43	12	32	7
SOUTH DAKOTA	8	0	0	0	0	0	2	2	0	0
TENNESSEE	118	3	0	0	0	2	118	23	28	84
TEXAS	102	100	0	0	0	0	1,000	1,000	200	500
UTAH	146	6	0	0	0	31	47	6	9	4
VERMONT	22	0	0	0	0	0	1	1	0	0
VIRGINIA	189	5	0	0	0	66	78	11	48	1
WASHINGTON	134	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	93	9	0	0	0	13	21	8	2	4
WISCONSIN	326	20	0	0	0	27	42	42	42	8
WYOMING	11	0	0	0	0	3	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	5	0	0	0	0	0	5	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	1	1	0	0	1	1	0	1	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,036	1,201	74	44	41	2,309	3,470	2,270	1,614	1,394
50 STATES, D.C. & P.R.	9,029	1,200	73	44	41	2,308	3,464	2,270	1,613	1,393

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXHX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	171	38	80	34	157	5	850	11
ALASKA	6	25	6	1	5	2	131	6
ARIZONA	104	95	96	79	74	6	837	13
ARKANSAS	5	4	3	1	5	1	32	1
CALIFORNIA	250	123	254	129	324	1,677	4,269	1,091
COLORADO	110	35	74	17	43	91	554	239
CONNECTICUT	60	75	0	51	25	47	435	0
DELAWARE	179	129	131	120	81	0	1,017	3
DISTRICT OF COLUMBIA	0	0	0	0	1	0	10	1
FLORIDA	243	267	196	264	347	94	2,374	288
GEORGIA	355	157	270	94	247	3	1,868	66
HAWAII	27	33	43	19	19	7	232	0
IDAHO	20	15	15	5	19	0	129	3
ILLINOIS	140	72	300	45	220	74	1,491	1,875
INDIANA	171	104	129	70	167	22	1,158	45
IOWA	173	51	61	23	76	138	781	405
KANSAS	24	3	4	7	14	13	96	0
KENTUCKY	132	53	54	28	83	0	622	2
LOUISIANA	26	1	10	5	10	5	96	322
MAINE	682	34	682	175	682	449	4,892	574
MARYLAND	32	15	21	13	30	0	151	8
MASSACHUSETTS	19	12	51	6	34	1	433	0
MICHIGAN	27	101	101	27	101	5	629	1,441
MINNESOTA	170	175	0	60	159	0	1,283	0
MISSISSIPPI	8	7	6	0	3	0	37	0
MISSOURI	716	234	412	278	458	402	4,516	20
MONTANA	38	72	63	31	32	0	456	4
NEBRASKA	19	19	19	19	0	.	133	139
NEVADA	17	15	15	1	8	0	113	12
NEW HAMPSHIRE	8	3	5	2	6	6	51	6
NEW JERSEY	457	147	355	109	354	31	2,794	519
NEW MEXICO	9	3	3	1	10	0	78	154
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	289	289	259	123	336	0	2,123	101
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	162	85	116	39	84	15	896	23
OKLAHOMA	59	48	85	14	48	0	499	12
OREGON	11	24	7	0	4	6	95	9
PENNSYLVANIA	19	3	6	4	5	297	504	2,756
PUERTO RICO	164	130	156	11	187	319	1,696	1,498
RHODE ISLAND	0	0	2	0	0	0	7	143
SOUTH CAROLINA	104	56	96	34	88	1	645	43
SOUTH DAKOTA	0	2	2	0	0	10	26	2
TENNESSEE	64	24	26	9	25	100	624	28
TEXAS	1,000	1,000	500	200	1,020	1,427	8,049	0
UTAH	74	63	74	17	35	5	517	12
VERMONT	6	0	0	4	0	1	35	46
VIRGINIA	146	120	132	97	34	10	937	320
WASHINGTON	93	116	0	0	0	0	343	0
WEST VIRGINIA	89	47	46	39	62	2	435	29
WISCONSIN	384	166	249	53	215	15	1,589	276
WYOMING	3	0	0	0	4	.	23	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	5	5	5	0	0	30	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	0	0	0	0	10	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7,071	4,296	5,220	2,363	5,941	5,287	51,631	12,546
50 STATES, D.C. & P.R.	7,065	4,290	5,215	2,358	5,941	5,287	51,591	12,546

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	12	3	10	12	2	1	6	6	1	2
ALASKA	0	0	2	4	0	0	0	0	0	0
ARIZONA	18	3	7	11	2	2	2	8	1	4
ARKANSAS	23	4	0	20	0	0	0	6	4	0
CALIFORNIA	77	90	100	173	22	11	38	85	80	6
COLORADO	5	0	11	14	0	0	0	4	6	2
CONNECTICUT	0	2	4	2	0	3	2	3	2	1
DELAWARE	9	0	8	7	0	6	0	1	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	16	7	17	47	1	1	3	2	7	0
GEORGIA	26	4	40	45	2	2	6	20	5	2
HAWAII	8	4	5	8	4	1	5	5	5	0
IDAHO	3	0	1	3	0	1	1	1	0	0
ILLINOIS	8	4	4	7	3	0	3	3	3	1
INDIANA	16	4	3	13	0	1	3	9	16	1
IOWA	5	1	2	7	0	2	2	1	0	4
KANSAS	1	0	19	19	0	0	0	0	1	0
KENTUCKY	11	2	22	19	2	0	1	5	1	1
LOUISIANA	0	0	1	1	0	0	0	0	0	0
MAINE	20	10	34	30	7	7	10	4	4	2
MARYLAND	3	0	5	8	0	0	1	1	0	0
MASSACHUSETTS	2	5	0	0	0	7	2	1	9	5
MICHIGAN	5	0	3	161	4	0	1	0	5	2
MINNESOTA	49	29	30	7	0	0	9	31	12	0
MISSISSIPPI	18	1	16	24	0	0	1	1	1	0
MISSOURI	28	0	26	22	0	18	12	22	12	0
MONTANA	4	0	1	2	1	0	1	1	0	0
NEBRASKA	2	3	19	7	0	9	8	0	0	0
NEVADA	1	1	1	4	0	0	0	2	1	0
NEW HAMPSHIRE	2	0	1	2	0	0	0	0	0	0
NEW JERSEY	28	4	10	28	2	4	6	10	4	4
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	126	3	6	46	0	22	41	4	5	0
NORTH DAKOTA	0	0	0	1	0	0	0	0	0	0
OHIO	41	5	23	40	3	8	6	14	4	1
OKLAHOMA	14	5	10	12	2	1	3	6	1	0
OREGON	22	11	0	28	0	0	4	8	0	5
PENNSYLVANIA	0	0	4	7	2	0	0	1	1	1
PUERTO RICO	128	35	2	4	0	3	36	1	4	2
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	22	3	35	30	0	0	7	21	1	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	1	39	42	0	1	2	0	22	1
TEXAS	11	30	150	190	0	0	35	40	25	25
UTAH	27	4	10	9	0	2	1	1	1	0
VERMONT	1	0	0	0	0	0	0	1	0	0
VIRGINIA	10	1	4	8	2	1	2	3	2	0
WASHINGTON	23	0	49	18	0	69	0	0	0	0
WEST VIRGINIA	9	3	7	5	0	0	4	1	0	0
WISCONSIN	5	0	7	9	0	0	0	2	1	0
WYOMING	2	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	2	0	0	1	0	0	0	0	1	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	854	282	748	1,157	61	183	264	335	248	73
50 STATES, D.C. & P.R.	851	282	748	1,156	61	183	264	335	247	73

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	15	8	10	7	15	0	110	0
ALASKA	1	0	0	0	2	0	9	0
ARIZONA	19	8	14	10	19	3	131	2
ARKANSAS	20	6	7	2	21	4	117	2
CALIFORNIA	123	57	77	39	51	543	1,572	262
COLORADO	12	9	3	3	10	7	86	15
CONNECTICUT	7	8	0	7	3	2	46	0
DELAWARE	9	10	10	4	9	0	74	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	18	12	27	1	24	7	190	3
GEORGIA	32	28	33	23	27	0	295	6
HAWAII	7	8	7	7	5	1	80	0
IDAHO	1	4	4	3	6	1	29	1
ILLINOIS	8	6	42	2	11	8	113	54
INDIANA	30	23	27	6	41	1	194	9
IOWA	10	2	5	2	10	4	57	16
KANSAS	1	1	1	1	0	0	44	8
KENTUCKY	22	6	16	4	21	7	140	1
LOUISIANA	0	2	0	0	2	0	6	30
MAINE	30	2	30	11	30	34	265	22
MARYLAND	2	6	0	0	3	1	30	3
MASSACHUSETTS	1	0	5	0	3	0	40	0
MICHIGAN	5	14	14	5	14	3	236	63
MINNESOTA	50	41	18	19	42	0	337	0
MISSISSIPPI	24	2	18	2	18	2	128	5
MISSOURI	36	20	28	26	36	0	286	4
MONTANA	4	1	2	1	2	1	21	0
NEBRASKA	9	9	9	9	0	.	84	6
NEVADA	1	2	0	1	1	0	15	1
NEW HAMPSHIRE	1	0	1	0	0	1	8	2
NEW JERSEY	13	4	12	4	18	11	162	24
NEW MEXICO	3	0	0	0	7	0	10	8
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	24	30	32	27	31	1	398	42
NORTH DAKOTA	0	0	0	0	0	0	1	0
OHIO	36	39	44	8	44	3	319	24
OKLAHOMA	18	9	13	3	14	3	114	5
OREGON	17	12	13	2	26	5	153	1
PENNSYLVANIA	2	1	0	0	3	9	31	298
PUERTO RICO	57	42	46	1	48	87	496	471
RHODE ISLAND	0	0	1	0	0	0	1	14
SOUTH CAROLINA	27	25	7	20	34	1	233	11
SOUTH DAKOTA	0	0	0	0	0	1	1	8
TENNESSEE	49	21	29	5	43	1	266	9
TEXAS	50	75	20	20	25	157	853	10
UTAH	26	24	14	4	21	0	144	1
VERMONT	0	0	0	3	0	3	8	11
VIRGINIA	9	9	12	7	7	1	78	18
WASHINGTON	18	69	0	0	18	0	264	0
WEST VIRGINIA	10	8	6	4	9	0	66	0
WISCONSIN	6	1	2	0	4	2	39	2
WYOMING	0	1	0	0	0	.	3	.
AMERICAN SAMOA	2	1	2	2	2	0	13	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	1	0	3	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	866	666	661	305	781	915	8,399	1,472
50 STATES, D.C. & P.R.	863	665	659	303	778	915	8,383	1,472

DATA AS OF OCTOBER 1, 1992.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	19	44	14	0	1	13	21	29	23	15
ALASKA	8	12	6	0	8	1	11	8	1	6
ARIZONA	15	20	9	4	4	6	11	12	9	10
ARKANSAS	14	18	13	0	0	12	12	12	9	7
CALIFORNIA	68	136	49	6	3	15	78	73	67	80
COLORADO	28	18	3	0	3	13	8	22	41	24
CONNECTICUT	0	21	5	0	1	19	10	10	8	17
DELAWARE	13	13	9	0	0	4	13	10	15	12
DISTRICT OF COLUMBIA	0	4	0	0	0	0	4	4	4	0
FLORIDA	.	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.	.
HAWAII	5	7	4	1	2	4	5	4	7	5
IDAHO	0	1	0	0	0	0	2	3	2	2
ILLINOIS	.	.	.	.	.	.	.	.	.	.
INDIANA	25	41	8	0	0	14	13	8	18	46
IOWA	0	16	5	0	0	1	4	2	6	14
KANSAS	3	2	5	0	0	4	1	6	6	17
KENTUCKY	25	18	9	0	0	12	17	18	13	12
LOUISIANA	0	2	0	0	0	1	0	0	0	2
MAINE	213	110	55	45	11	153	77	121	121	116
MARYLAND	20	25	4	0	2	2	10	10	5	8
MASSACHUSETTS	3	8	0	1	0	11	3	2	15	8
MICHIGAN	4	4	3	0	0	6	0	1	0	10
MINNESOTA	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	3	4	1	1	2	4	2	3	2	9
MISSOURI	4	8	8	0	0	4	0	2	4	2
MONTANA	4	3	1	0	0	2	4	4	4	2
NEBRASKA	0	7	5	0	0	17	3	0	0	0
NEVADA	3	2	0	0	0	1	2	5	2	3
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	111	68	4	0	7	17	39	74	44	39
NEW MEXICO	2	0	0	0	0	1	1	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	7	12	6	0	1	5	10	13	6	15
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	111	184	20	3	3	37	98	98	94	85
OKLAHOMA	21	36	15	0	0	14	21	8	22	32
OREGON	.	.	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	9	1	1	0	4	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	5	1	0	0	3	3	7	6	11
SOUTH DAKOTA	1	2	0	0	0	2	0	2	1	3
TENNESSEE	16	15	7	2	0	5	12	9	11	15
TEXAS	12	75	75	10	0	0	120	100	90	80
UTAH	17	18	2	1	1	6	22	25	26	3
VERMONT	0	0	0	0	0	1	0	0	1	1
VIRGINIA	31	29	27	0	0	26	27	29	28	29
WASHINGTON	18	8	6	8	6	0	95	8	8	95
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	156	127	34	28	12	49	50	126	162	66
WYOMING	.	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4	3	1	1	1	3	3	2	2	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	995	1,127	415	111	72	488	812	870	883	903
50 STATES, D.C. & P.R.	991	1,124	414	110	71	485	809	868	881	901

DATA AS OF OCTOBER 1, 1992.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	17	17	18	17	20	1	269	0
ALASKA	16	13	2	2	4	1	99	1
ARIZONA	27	17	16	11	23	7	201	10
ARKANSAS	14	13	13	9	12	4	162	0
CALIFORNIA	101	80	45	72	84	678	1,635	231
COLORADO	52	26	29	10	36	23	336	40
CONNECTICUT	28	30	0	21	8	24	202	0
DELAWARE	15	16	15	13	13	0	161	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	16	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	6	6	6	6	6	2	76	0
IDAHO	2	2	2	1	1	0	18	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	25	20	10	9	37	21	295	7
IOWA	7	4	3	0	0	7	69	16
KANSAS	16	4	3	2	3	10	82	43
KENTUCKY	38	37	22	18	23	8	270	0
LOUISIANA	1	0	0	0	2	0	8	16
MAINE	174	9	174	121	174	64	1,738	59
MARYLAND	42	19	22	16	29	4	218	2
MASSACHUSETTS	3	2	8	0	5	0	69	0
MICHIGAN	0	2	2	0	2	0	34	24
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	4	9	10	5	9	1	69	0
MISSOURI	14	6	2	4	20	0	78	2
MONTANA	3	5	5	3	5	0	45	0
NEBRASKA	4	4	4	4	0	.	48	2
NEVADA	3	3	4	0	4	0	32	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	142	68	109	50	116	24	912	98
NEW MEXICO	5	1	1	1	3	0	15	10
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	26	12	22	9	24	1	169	7
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	220	199	140	111	188	12	1,603	15
OKLAHOMA	39	23	14	1	21	0	267	9
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	2	2	16
PUERTO RICO	3	2	1	0	3	4	28	30
RHODE ISLAND	0	0	0	0	0	0	0	4
SOUTH CAROLINA	8	9	4	2	4	3	68	0
SOUTH DAKOTA	4	1	0	0	2	9	27	0
TENNESSEE	17	11	9	6	19	0	154	4
TEXAS	90	90	80	50	100	173	1,145	0
UTAH	38	23	30	28	17	1	258	0
VERMONT	0	1	0	0	0	0	4	1
VIRGINIA	30	30	30	27	30	0	373	12
WASHINGTON	8	8	8	8	18	0	302	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	328	183	196	108	206	27	1,858	128
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	2	3	2	3	0	35	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,573	1,007	1,062	747	1,274	1,111	13,450	789
50 STATES, D.C. & P.R.	1,570	1,005	1,059	745	1,271	1,111	13,415	789

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	10	8	5	0	0	8	8	8	5	2
ALASKA	3	3	1	0	0	3	0	1	0	1
ARIZONA	4	4	3	1	0	1	2	6	0	2
ARKANSAS	2	3	2	0	0	2	2	1	0	1
CALIFORNIA	95	361	238	2	40	118	108	340	341	266
COLORADO	4	8	2	0	1	0	0	5	4	2
CONNECTICUT	0	1	1	0	0	4	0	1	0	0
DELAWARE	3	4	1	0	0	1	3	1	3	3
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	24	27	17	0	1	19	9	9	14	6
GEORGIA	19	14	9	0	0	10	2	11	6	3
HAWAII	5	8	5	0	0	5	4	6	5	0
IDAHO	2	1	0	0	0	0	0	3	2	0
ILLINOIS	20	19	0	0	0	9	5	9	22	1
INDIANA	14	21	6	0	1	6	7	7	7	4
IOWA	2	3	2	0	0	3	1	3	1	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	48	16	9	1	1	1	20	23	18	1
LOUISIANA	3	3	1	0	0	0	2	1	1	0
MAINE	17	15	9	3	1	19	2	13	13	2
MARYLAND	5	6	1	0	0	0	2	7	0	5
MASSACHUSETTS	2	4	0	0	0	6	1	1	7	4
MICHIGAN	10	7	1	0	0	2	0	4	16	2
MINNESOTA	41	20	29	0	0	8	9	22	7	3
MISSISSIPPI	6	8	4	0	0	9	3	7	2	2
MISSOURI	22	38	26	2	0	30	16	30	18	6
MONTANA	1	1	1	0	0	3	1	2	0	0
NEBRASKA	2	1	3	0	0	17	4	0	0	0
NEVADA	0	1	2	0	0	0	1	1	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	18	26	11	2	0	17	13	13	13	0
NEW MEXICO	3	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	18	28	8	1	0	3	13	14	5	2
NORTH DAKOTA	1	1	0	0	0	0	0	1	0	1
OHIO	81	66	25	0	0	18	50	47	19	12
OKLAHOMA	6	7	3	0	1	2	2	4	1	0
OREGON	2	4	0	0	0	0	0	2	1	0
PENNSYLVANIA	10	0	0	0	0	0	0	0	0	0
PUERTO RICO	228	43	0	5	0	3	74	20	6	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	35	24	6	0	0	7	21	8	12	3
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	16	11	0	1	9	3	6	5	0
TEXAS	12	175	85	0	0	0	75	85	100	75
UTAH	3	1	3	0	0	1	2	3	2	3
VERMONT	0	0	0	0	0	0	0	1	0	0
VIRGINIA	2	1	3	0	0	1	1	1	0	0
WASHINGTON	28	28	28	0	0	0	0	9	0	4
WEST VIRGINIA	8	7	3	0	0	5	3	5	4	0
WISCONSIN	0	3	1	0	0	4	0	3	4	0
WYOMING	1	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	830	1,035	565	17	47	354	470	745	664	420
50 STATES, D.C. & P.R.	830	1,035	565	17	47	354	469	744	664	420

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	7	8	9	5	8	1	92	0
ALASKA	4	4	3	2	2	0	27	0
ARIZONA	8	3	8	6	7	0	55	0
ARKANSAS	4	3	3	1	2	2	28	0
CALIFORNIA	150	198	231	63	306	616	3,473	340
COLORADO	9	2	6	0	6	5	54	13
CONNECTICUT	0	0	0	0	0	1	8	0
DELAWARE	3	3	2	1	4	3	35	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	40	27	22	19	44	21	299	2
GEORGIA	26	17	23	7	27	1	175	0
HAWAII	8	6	7	4	5	4	72	0
IDAHO	5	3	4	2	2	0	24	0
ILLINOIS	21	13	45	7	34	13	218	37
INDIANA	23	13	11	4	16	3	143	2
IOWA	11	1	4	1	12	2	46	16
KANSAS	1	0	0	0	0	0	1	2
KENTUCKY	40	31	22	28	45	1	305	4
LOUISIANA	10	2	4	1	10	1	39	23
MAINE	14	1	14	5	14	20	162	8
MARYLAND	9	4	0	0	2	0	41	2
MASSACHUSETTS	2	1	4	0	3	0	35	0
MICHIGAN	16	15	15	16	15	1	120	120
MINNESOTA	54	39	12	13	35	0	292	0
MISSISSIPPI	14	8	10	5	10	1	89	0
MISSOURI	44	26	36	20	60	0	374	2
MONTANA	2	1	1	1	0	0	14	0
NEBRASKA	5	5	5	5	0	.	47	7
NEVADA	1	1	1	1	1	0	10	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	17	17	20	9	20	13	209	2
NEW MEXICO	2	2	1	0	3	0	11	10
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	17	12	20	10	19	1	171	3
NORTH DAKOTA	0	0	1	0	1	2	8	0
OHIO	93	63	71	37	78	4	664	36
OKLAHOMA	6	7	5	2	9	0	55	3
OREGON	4	1	2	1	2	1	20	11
PENNSYLVANIA	6	1	2	0	2	20	41	133
PUERTO RICO	89	77	94	8	99	133	883	734
RHODE ISLAND	0	0	0	0	0	0	0	11
SOUTH CAROLINA	39	25	37	16	39	3	275	5
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	20	8	14	6	15	4	128	11
TEXAS	50	75	30	50	119	167	1,098	0
UTAH	9	8	3	5	10	0	53	2
VERMONT	0	0	0	0	0	0	1	1
VIRGINIA	4	2	4	2	3	0	24	5
WASHINGTON	36	36	36	0	28	0	233	0
WEST VIRGINIA	9	6	6	5	9	0	70	0
WISCONSIN	5	1	1	1	3	1	27	5
WYOMING	0	0	0	0	2	.	3	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	1	1	0	5	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	1	0	4	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	938	778	850	370	1,133	1,046	10,262	1,551
50 STATES, D.C. & P.R.	937	776	849	369	1,131	1,046	10,253	1,551

DATA AS OF OCTOBER 1, 1992.

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21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	7	8	1	0	0	3	4	4	4	1
ALASKA	3	3	0	0	0	2	1	1	1	0
ARIZONA	3	2	2	1	0	0	3	0	0	0
ARKANSAS	5	1	1	0	0	3	2	3	0	1
CALIFORNIA	87	40	90	0	0	77	153	69	55	20
COLORADO	0	0	0	0	0	0	0	0	0	0
CONNECTICUT	0	1	0	0	0	5	1	3	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	40	12	0	0	1	6	10	6	6	14
GEORGIA	12	3	0	0	0	8	6	3	3	1
HAWAII	4	6	1	0	0	2	2	4	3	4
IDAHO	7	1	0	0	0	1	0	2	2	1
ILLINOIS	8	2	0	0	0	1	0	3	0	0
INDIANA	3	5	2	0	0	2	3	3	2	3
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	27	3	0	0	0	2	15	1	5	0
LOUISIANA	2	0	0	0	0	0	1	1	1	0
MAINE	26	14	6	2	1	37	10	13	13	0
MARYLAND	2	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	2	5	0	0	0	7	2	1	9	5
MICHIGAN	0	0	0	0	0	0	0	0	0	0
MINNESOTA	20	5	10	0	0	12	4	3	6	0
MISSISSIPPI	.	.	.	.	.	.	.	.	.	.
MISSOURI	10	2	2	0	0	2	2	4	2	0
MONTANA	2	0	0	0	0	0	0	0	0	0
NEBRASKA	1	3	2	0	0	8	1	0	0	0
NEVADA	4	4	0	1	0	3	3	3	4	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	15	2	0	0	0	2	7	2	2	0
NEW MEXICO	1	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	53	28	3	0	1	15	36	15	19	21
NORTH DAKOTA	0	1	0	0	0	0	1	0	0	0
OHIO	.	.	.	.	.	.	.	.	.	.
OKLAHOMA	3	0	0	0	0	2	2	2	0	0
OREGON	4	0	1	0	0	0	0	2	0	1
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	4	3	0	2	0	0	1	1	1	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	2	0	0	0	1	1	0	0	1
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	5	1	0	0	4	2	9	3	6
TEXAS	38	150	100	0	100	0	200	200	200	200
UTAH	5	2	1	0	0	2	0	3	1	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	4	3	1	0	0	2	2	3	3	0
WASHINGTON	202	0	0	0	0	73	0	40	0	0
WEST VIRGINIA	2	2	14	0	14	0	2	2	0	0
WISCONSIN	4	5	2	1	0	4	2	3	5	1
WYOMING	5	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	0	0	0	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	629	324	240	7	117	286	480	410	350	282
50 STATES, D.C. & P.R.	627	323	240	7	117	286	479	409	350	282

DATA AS OF OCTOBER 1, 1992.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	6	4	5	4	8	2	61	14
ALASKA	2	2	1	1	1	4	22	1
ARIZONA	2	1	3	0	3	0	20	0
ARKANSAS	5	1	2	2	5	0	31	1
CALIFORNIA	85	34	43	16	134	956	1,859	1,122
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	0	3	0	1	2	3	19	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	29	14	20	11	37	3	209	168
GEORGIA	15	12	12	6	13	1	95	13
HAWAII	5	5	5	2	2	1	46	0
IDAHO	5	4	2	2	7	2	36	3
ILLINOIS	3	4	14	0	7	2	44	36
INDIANA	7	3	3	3	2	0	41	2
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	7
KENTUCKY	37	29	33	28	14	0	194	1
LOUISIANA	3	0	2	2	0	0	12	51
MAINE	30	2	30	12	30	31	257	41
MARYLAND	4	1	2	1	2	0	12	5
MASSACHUSETTS	2	1	5	0	3	0	42	0
MICHIGAN	0	0	0	0	0	0	0	17
MINNESOTA	8	10	0	16	14	0	108	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	8	8	8	8	4	0	60	0
MONTANA	11	0	1	0	0	1	15	1
NEBRASKA	3	3	3	3	0	.	27	11
NEVADA	4	3	4	2	4	0	41	0
NEW HAMPSHIRE	0	0	0	0	0	1	1	0
NEW JERSEY	9	4	6	2	7	0	58	37
NEW MEXICO	1	0	0	0	1	0	3	2
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	68	36	56	32	47	0	430	32
NORTH DAKOTA	0	0	0	0	0	1	3	0
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	2	1	3	1	1	0	17	0
OREGON	7	2	6	0	3	0	26	8
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	3	2	3	1	4	6	31	23
RHODE ISLAND	0	0	0	0	0	0	0	36
SOUTH CAROLINA	2	2	2	0	3	0	16	0
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	12	3	10	3	19	4	91	35
TEXAS	300	200	150	85	380	532	2,835	0
UTAH	6	4	4	2	5	0	35	2
VERMONT	0	0	0	0	0	0	0	4
VIRGINIA	3	3	4	2	4	2	36	18
WASHINGTON	202	202	162	0	202	0	1,083	0
WEST VIRGINIA	0	2	0	1	0	30	69	263
WISCONSIN	9	3	4	3	4	0	50	7
WYOMING	0	0	0	0	1	.	6	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	0	1	0	5	3
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	1	0	2	0	9	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	900	610	610	252	976	1,583	8,056	1,965
50 STATES, D.C. & P.R.	898	608	608	252	973	1,583	8,042	1,962

DATA AS OF OCTOBER 1, 1992.

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21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	7	8	5	0	5	3	2	7	4	2
ALASKA	1	2	3	0	3	0	2	1	0	0
ARIZONA	7	1	3	0	4	0	0	3	4	0
ARKANSAS	2	6	3	0	3	1	2	4	1	4
CALIFORNIA	31	93	97	4	44	16	25	167	168	73
COLORADO	0	0	0	1	2	0	0	0	1	0
CONNECTICUT	0	8	4	1	6	7	3	3	3	3
DELAWARE	3	3	2	0	0	0	2	3	1	2
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	8	6	6	0	8	3	2	2	4	0
GEORGIA	4	1	3	0	3	0	0	0	1	0
HAWAII	1	1	1	0	1	2	1	2	1	1
IDAHO	0	2	2	0	2	0	0	0	1	0
ILLINOIS	4	2	1	1	5	0	0	1	3	1
INDIANA	14	17	10	0	15	4	10	10	10	6
IOWA	10	8	4	0	7	3	3	10	9	3
KANSAS	0	2	0	0	0	0	0	4	0	1
KENTUCKY	6	6	5	0	3	1	3	4	4	1
LOUISIANA	0	0	0	0	2	0	0	0	0	0
MAINE	5	3	4	12	3	21	3	5	5	1
MARYLAND	1	4	0	0	1	5	0	5	5	4
MASSACHUSETTS	1	2	0	0	0	3	1	0	4	2
MICHIGAN	2	0	1	0	50	0	0	1	0	0
MINNESOTA	25	14	8	0	11	0	10	0	11	0
MISSISSIPPI	1	7	6	0	6	7	7	1	2	6
MISSOURI	28	0	20	2	22	18	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	0	3	5	0	0	1	0	0	0	0
NEVADA	0	0	0	1	1	1	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	2	4	2	0	2	0	0	0	0	0
NEW MEXICO	3	0	0	0	1	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	19	8	17	1	11	0	0	4	4	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	15	18	10	2	13	0	4	10	4	0
OKLAHOMA	7	9	4	1	4	0	4	7	2	1
OREGON	1	1	0	2	0	0	1	1	0	0
PENNSYLVANIA	3	0	5	0	0	0	0	0	1	0
PUERTO RICO	16	1	1	1	0	1	11	0	1	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	8	6	6	0	8	2	3	7	2	1
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	13	6	7	0	5	2	6	5	3	3
TEXAS	8	85	75	0	100	0	50	50	30	40
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	11	2	9	0	7	0	0	0	3	0
WASHINGTON	4	4	4	0	4	8	0	4	0	0
WEST VIRGINIA	2	5	3	0	1	0	0	3	2	1
WISCONSIN	2	6	2	0	9	0	0	3	3	0
WYOMING	0	0	0	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	1	1	1	0	0	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	276	355	339	30	374	109	155	328	297	162
50 STATES, D.C. & P.R.	275	354	338	29	373	109	155	327	297	162

DATA AS OF OCTOBER 1, 1992.

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21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	8	4	7	3	10	1	76	0
ALASKA	1	2	0	0	1	3	19	0
ARIZONA	7	1	3	0	6	3	42	1
ARKANSAS	1	0	0	6	1	0	34	3
CALIFORNIA	44	93	101	38	112	244	1,350	110
COLORADO	2	1	1	1	3	2	14	4
CONNECTICUT	8	9	0	6	3	15	79	0
DELAWARE	5	3	5	3	5	0	37	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	9	7	7	4	9	1	76	4
GEORGIA	4	4	1	2	18	1	42	7
HAWAII	2	2	2	1	2	1	21	0
IDAHO	3	1	3	1	4	1	20	1
ILLINOIS	6	2	13	1	4	2	46	21
INDIANA	17	8	7	7	17	0	152	2
IOWA	7	6	6	1	13	4	94	5
KANSAS	1	1	0	2	0	2	13	0
KENTUCKY	7	4	6	3	6	1	60	0
LOUISIANA	2	0	2	1	2	1	10	12
MAINE	7	1	7	0	7	12	96	7
MARYLAND	9	30	5	0	3	0	72	0
MASSACHUSETTS	0	0	2	0	1	0	16	0
MICHIGAN	0	3	3	0	3	0	63	27
MINNESOTA	19	0	12	10	28	3	151	0
MISSISSIPPI	3	7	2	7	6	0	68	0
MISSOURI	16	2	12	0	18	2	140	0
MONTANA	1	0	1	0	0	0	2	1
NEBRASKA	2	2	2	2	0	.	17	1
NEVADA	0	0	0	0	0	0	4	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	9	0	0	0	0	0	19	2
NEW MEXICO	3	0	0	0	0	0	7	6
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	13	5	7	2	14	1	107	3
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	15	11	12	6	16	6	142	5
OKLAHOMA	9	6	9	1	7	2	73	2
OREGON	2	0	1	0	1	3	13	5
PENNSYLVANIA	1	0	0	0	5	5	20	91
PUERTO RICO	0	0	1	0	7	28	72	82
RHODE ISLAND	0	0	0	0	0	0	0	5
SOUTH CAROLINA	4	6	6	4	10	5	78	3
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	11	9	11	4	15	2	102	8
TEXAS	75	85	90	50	100	113	951	20
UTAH	3	3	2	0	11	0	19	1
VERMONT	0	0	1	0	0	0	1	1
VIRGINIA	9	9	11	8	8	0	77	15
WASHINGTON	4	8	4	0	4	0	48	0
WEST VIRGINIA	3	0	1	2	4	1	28	3
WISCONSIN	9	6	5	0	9	1	55	0
WYOMING	0	0	0	0	0	.	1	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	1	0	8	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	362	341	371	176	494	467	4,636	461
50 STATES, D.C. & P.R.	361	341	371	176	493	467	4,628	461

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	0	0	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	2	7	7	2	3	3	7	2	6	3
COLORADO	2	1	0	0	0	0	2	0	2	1
CONNECTICUT	0	0	0	0	0	0	0	0	0	0
DELAWARE	0	1	0	0	0	0	1	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	1	0	0	0
FLORIDA	0	1	3	2	2	3	1	0	3	3
GEORGIA	0	0	0	0	0	0	0	0	0	0
HAWAII	0	0	0	2	0	0	2	0	0	0
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0
INDIANA	1	1	0	1	0	0	1	0	0	3
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0
MAINE	0	0	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	0	0	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.	.	.
MINNESOTA	0	1	3	3	0	0	2	3	2	0
MISSISSIPPI	1	0	0	0	0	0	0	0	0	0
MISSOURI	2	2	2	0	0	2	2	2	0	0
MONTANA	0	0	0	0	0	0	1	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	3	2	2	3	2	3	2	3	2	2
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	1	2	1	0	0	1	1	2	1	1
OKLAHOMA	0	1	1	1	1	1	1	1	0	0
OREGON	1	0	0	1	1	0	0	1	2	0
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	6	2	0	0	0	0	3	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	1	1
TENNESSEE	7	0	0	0	0	0	0	0	0	0
TEXAS	1	7	3	3	1	0	7	7	5	7
UTAH	2	2	2	0	1	0	1	2	2	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0	0	0
WASHINGTON	1	1	1	1	1	0	1	1	0	1
WEST VIRGINIA	1	0	0	0	1	0	1	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	33	31	25	19	13	13	37	24	27	22
50 STATES, D.C. & P.R.	33	31	25	19	13	13	37	24	27	22

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1990-91 SCHOOL YEAR

DEAF-BLINDNESS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	2	0	0	0	0	0	2	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	4	4	4	4	6	17	81	10
COLORADO	2	1	0	0	1	0	12	0
CONNECTICUT	0	0	0	0	0	0	0	0
DELAWARE	1	0	0	0	0	0	3	0
DISTRICT OF COLUMBIA	0	1	1	0	0	0	3	0
FLORIDA	3	2	3	2	3	1	32	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	4	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0
INDIANA	2	0	0	0	2	1	12	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	1
MAINE	0	0	0	0	0	0	0	0
MARYLAND	2	5	0	0	0	0	7	0
MASSACHUSETTS	0	0	0	0	0	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	3	0	2	1	0	22	0
MISSISSIPPI	1	0	0	0	0	0	2	0
MISSOURI	2	2	2	0	2	0	20	0
MONTANA	0	0	0	0	0	0	1	0
NEBRASKA	0	0	0	0	0	.	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	3	2	2	3	3	2	39	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	2	2	2	0	1	0	18	0
OKLAHOMA	1	1	1	1	1	0	12	1
OREGON	1	0	0	1	2	0	9	0
PENNSYLVANIA	0	0	0	0	0	0	0	5
PUERTO RICO	4	1	1	0	8	28	53	66
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	0	2	0	2	0	8	0
SOUTH DAKOTA	2	0	0	0	0	0	4	2
TENNESSEE	0	7	0	0	0	0	14	0
TEXAS	7	7	7	6	5	8	81	0
UTAH	3	3	3	3	2	0	26	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	0	0	0	1	0	9	0
WEST VIRGINIA	0	0	0	0	0	0	3	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	.	0	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	46	41	28	22	40	57	478	86
50 STATES, D.C. & P.R.	46	41	28	22	40	57	478	86

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
21OCT92

TABLE AF1

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 3-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1990-91	1991-92	1991-92 LESS 1976-77	1991-92 LESS 1991-90	1991-92 LESS 1976-77	1991-92 LESS 1990-91
ALABAMA	1,276,000	1,158,816	1,159,000	-117,000	184	-9.17	0.02
ALASKA	171,000	170,394	178,000	7,000	7,606	4.09	4.46
ARIZONA	788,000	1,033,944	1,042,000	254,000	8,056	32.23	0.78
ARKANSAS	704,000	666,589	669,000	-35,000	2,411	-4.97	0.36
CALIFORNIA	7,092,000	8,205,389	8,325,000	1,233,000	119,611	17.39	1.46
COLORADO	900,000	909,463	924,000	24,000	14,537	2.67	1.60
CONNECTICUT	1,021,000	806,626	803,000	-218,000	-3,626	-21.35	-0.45
DELAWARE	205,000	178,712	178,000	-27,000	-712	-13.17	-0.40
DISTRICT OF COLUMBIA	227,000	140,916	134,000	-93,000	-6,916	-40.97	-4.91
FLORIDA	2,525,000	3,049,132	3,126,000	601,000	76,868	23.80	2.52
GEORGIA	1,778,000	1,857,488	1,882,000	104,000	24,512	5.85	1.32
HAWAII	321,000	296,433	299,000	-22,000	2,567	-6.85	0.87
IDAHO	297,000	321,886	333,000	36,000	11,114	12.12	3.45
ILLINOIS	3,802,000	3,137,327	3,142,000	-660,000	4,673	-17.36	0.15
INDIANA	1,854,000	1,584,934	1,580,000	-274,000	-4,934	-14.78	-0.31
IOWA	970,000	777,348	778,000	-192,000	652	-19.79	0.08
KANSAS	763,000	701,080	706,000	-57,000	4,920	-7.47	0.70
KENTUCKY	1,181,000	1,044,017	1,042,000	-139,000	-2,017	-11.77	-0.19
LOUISIANA	1,444,000	1,306,359	1,302,000	-142,000	-4,359	-9.83	-0.33
MAINE	368,000	332,227	333,000	-35,000	773	-9.51	0.23
MARYLAND	1,437,000	1,225,617	1,241,000	-196,000	15,383	-13.64	1.26
MASSACHUSETTS	1,930,000	1,508,968	1,479,000	-451,000	-29,968	-23.37	-1.99
MICHIGAN	3,267,000	2,630,345	2,630,000	-637,000	-345	-19.50	-0.01
MINNESOTA	1,393,000	1,222,789	1,237,000	-156,000	14,211	-11.20	1.16
MISSISSIPPI	882,000	814,272	812,000	-70,000	-2,272	-7.94	-0.28
MISSOURI	1,587,000	1,402,355	1,415,000	-172,000	12,645	-10.84	0.90
MONTANA	265,000	230,172	233,000	-32,000	2,828	-12.08	1.23
NEBRASKA	528,000	450,875	457,000	-71,000	6,125	-13.45	1.36
NEVADA	211,000	306,093	325,000	114,000	18,907	54.03	6.18
NEW HAMPSHIRE	281,000	297,749	293,000	12,000	-4,749	4.27	-1.59
NEW JERSEY	2,398,000	1,911,439	1,916,000	-482,000	4,561	-20.10	0.24
NEW MEXICO	447,000	462,317	472,000	25,000	9,683	5.59	2.09
NEW YORK	5,814,000	4,620,750	4,601,000	-1,213,000	-19,750	-20.86	-0.43
NORTH CAROLINA	1,883,000	1,792,791	1,794,000	-89,000	1,209	-4.73	0.07
NORTH DAKOTA	230,000	187,987	187,000	-43,000	-987	-18.70	-0.53
OHIO	3,687,000	3,005,265	3,000,000	-687,000	-5,265	-18.63	-0.18
OKLAHOMA	906,000	897,858	902,000	-4,000	4,142	-0.44	0.46
OREGON	752,000	762,635	782,000	30,000	19,365	3.99	2.54
PENNSYLVANIA	3,793,000	3,051,593	3,041,000	-752,000	-10,593	-19.83	-0.35
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	257,832	254,000	-54,000	-3,832	-17.53	-1.49
SOUTH CAROLINA	1,035,000	1,010,518	1,016,000	-19,000	5,482	-1.84	0.54
SOUTH DAKOTA	241,000	207,016	209,000	-32,000	1,984	-13.28	0.96
TENNESSEE	1,413,000	1,329,993	1,330,000	-83,000	7	-5.87	0.00
TEXAS	4,446,000	5,111,671	5,181,000	735,000	69,329	16.53	1.36
UTAH	481,000	644,191	661,000	180,000	16,809	37.42	2.61
VERMONT	168,000	158,027	157,000	-11,000	-1,027	-6.55	-0.65
VIRGINIA	1,754,000	1,650,521	1,658,000	-96,000	7,479	-5.47	0.45
WASHINGTON	1,217,000	1,325,287	1,362,000	145,000	36,713	11.91	2.77
WEST VIRGINIA	592,000	493,989	489,000	-103,000	-4,989	-17.40	-1.01
WISCONSIN	1,613,000	1,375,831	1,387,000	-226,000	11,169	-14.01	0.81
WYOMING	136,000	141,240	142,000	6,000	760	4.41	0.54
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	72,782,000	68,167,066	68,598,000	-4,184,000	430,934	-5.75	0.63
50 STATES, D.C. & P.R.	72,782,000	68,167,066	68,598,000	-4,184,000	430,934	-5.75	0.63

1976-77 AND 1991-92 POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

1990-91 POPULATION COUNTS ARE PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)

25MAR93

TABLE AF2

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 3-5

STATE	NUMBER 1976-77	NUMBER 1990-91	NUMBER 1991-92	CHANGE IN NUMBER 1991-92 LESS 1976-77	CHANGE IN NUMBER 1991-92 LESS 1990-91	PERCENTAGE CHANGE IN NUMBER 1991-92 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1991-92 LESS 1990-91
ALABAMA	175,341	173,410	173,000	-2,341	-410	-1.34	-0.24
ALASKA	24,068	32,803	33,000	8,932	197	37.11	0.60
ARIZONA	120,127	175,697	176,000	55,873	303	46.51	0.17
ARKANSAS	101,569	101,830	100,000	-1,569	-1,830	-1.55	-1.80
CALIFORNIA	909,219	1,409,905	1,454,000	544,781	44,095	59.92	3.13
COLORADO	120,145	155,332	155,000	34,855	-332	29.01	-0.21
CONNECTICUT	113,358	134,165	137,000	23,642	2,835	20.86	2.11
DELAWARE	25,241	29,146	29,000	3,759	-146	14.89	-0.50
DISTRICT OF COLUMBIA	27,938	21,135	21,000	-6,938	-135	-24.83	-0.64
FLORIDA	344,352	509,875	525,000	180,648	15,125	52.46	2.97
GEORGIA	249,132	295,545	301,000	51,868	5,455	20.82	1.85
HAWAII	45,097	49,230	50,000	4,903	770	10.87	1.56
IDAHO	44,631	50,392	50,000	5,369	-392	12.03	-0.78
ILLINOIS	499,178	508,335	509,000	9,822	665	1.97	0.13
INDIANA	246,507	242,585	240,000	-6,507	-2,585	-2.64	-1.07
IOWA	118,766	120,232	118,000	-766	-2,232	-0.64	-1.86
KANSAS	96,784	116,424	115,000	18,216	-1,424	18.82	-1.22
KENTUCKY	162,249	154,107	152,000	-10,249	-2,107	-6.32	-1.37
LOUISIANA	198,917	209,818	203,000	4,083	-6,818	2.05	-3.25
MAINE	47,644	53,460	53,000	5,356	-460	11.24	-0.86
MARYLAND	164,831	211,138	216,000	51,169	4,862	31.04	2.30
MASSACHUSETTS	213,304	242,530	245,000	31,696	2,470	14.86	1.02
MICHIGAN	413,467	421,997	421,000	7,533	-997	1.82	-0.24
MINNESOTA	166,645	207,734	206,000	39,355	-1,734	23.62	-0.83
MISSISSIPPI	130,900	121,552	119,000	-11,900	-2,552	-9.09	-2.10
MISSOURI	205,393	226,116	226,000	20,607	-116	10.03	-0.05
MONTANA	35,214	37,838	37,000	1,786	-838	5.07	-2.21
NEBRASKA	69,511	74,315	73,000	3,489	-1,315	5.02	-1.77
NEVADA	27,838	54,527	58,000	30,162	3,473	108.34	6.37
NEW HAMPSHIRE	34,881	50,509	50,000	15,119	-509	43.35	-1.01
NEW JERSEY	290,746	311,672	321,000	30,254	9,328	10.41	2.99
NEW MEXICO	64,122	78,530	78,000	13,878	-530	21.64	-0.67
NEW YORK	702,865	743,139	757,000	54,135	13,861	7.70	1.87
NORTH CAROLINA	252,156	272,197	278,000	25,844	5,803	10.25	2.13
NORTH DAKOTA	30,231	30,043	29,000	-1,231	-1,043	-4.07	-3.47
OHIO	470,129	478,026	473,000	2,871	-5,026	0.61	-1.05
OKLAHOMA	126,173	141,335	138,000	11,827	-3,335	9.37	-2.36
OREGON	98,561	124,216	125,000	26,439	784	26.82	0.63
PENNSYLVANIA	460,377	482,329	483,000	22,623	671	4.91	0.14
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	39,703	40,000	4,638	297	13.11	0.75
SOUTH CAROLINA	144,888	154,032	156,000	11,112	1,968	7.67	1.28
SOUTH DAKOTA	32,481	34,082	33,000	519	-1,082	1.60	-3.17
TENNESSEE	192,024	201,173	201,000	8,976	-173	4.67	-0.09
TEXAS	634,321	848,312	851,000	216,679	2,688	34.16	0.32
UTAH	81,356	103,462	103,000	21,644	-462	26.60	-0.45
VERMONT	20,524	25,296	25,000	4,476	-296	21.81	-1.17
VIRGINIA	216,877	263,272	267,000	50,123	3,728	23.11	1.42
WASHINGTON	147,905	224,666	227,000	79,095	2,334	53.48	1.04
WEST VIRGINIA	84,025	67,285	65,000	-19,025	-2,285	-22.64	-3.40
WISCONSIN	192,191	225,274	222,000	29,809	-3,274	15.51	-1.45
WYOMING	19,946	22,791	21,000	1,054	-1,791	5.28	-7.86
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,429,510	11,062,517	11,138,000	1,708,490	75,483	18.12	0.68
50 STATES, D.C. & P.R.	9,429,510	11,062,517	11,138,000	1,708,490	75,483	18.12	0.68

POPULATION COUNTS ARE JULY ESTIMATES FROM THE CENSUS BUREAU.

THE 1976-77 DATA WAS ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
19OCT92

TABLE AF3

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 6-17

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1990-91	1991-92	1991-92 LESS 1976-77	1991-92 LESS 1991-90	1991-92 LESS 1976-77	1991-92 LESS 1990-91
ALABAMA	812,953	717,183	718,000	-94,953	817	-11.68	0.11
ALASKA	102,411	106,607	112,000	9,589	5,393	9.36	5.06
ARIZONA	490,548	630,321	641,000	150,452	10,679	30.67	1.69
ARKANSAS	450,431	421,531	423,000	-27,431	1,469	-6.09	0.35
CALIFORNIA	4,446,498	4,888,570	5,037,000	590,502	148,430	13.28	3.04
COLORADO	551,093	557,018	573,000	21,907	15,982	3.98	2.87
CONNECTICUT	671,319	477,287	482,000	-189,319	4,713	-28.20	0.99
DELAWARE	128,764	104,924	107,000	-21,764	2,076	-16.90	1.98
DISTRICT OF COLUMBIA	136,585	72,918	72,000	-64,585	-918	-47.29	-1.26
FLORIDA	1,586,530	1,847,233	1,910,000	323,470	62,767	20.39	3.40
GEORGIA	1,120,109	1,133,437	1,152,000	31,891	18,563	2.85	1.64
HAWAII	191,110	180,641	182,000	-9,110	1,359	-4.77	0.75
IDAHO	186,590	210,939	219,000	32,410	8,061	17.37	3.82
ILLINOIS	2,429,966	1,927,922	1,942,000	-487,966	14,078	-20.08	0.73
INDIANA	1,182,681	975,679	978,000	-204,681	2,321	-17.31	0.24
IOWA	632,399	484,589	492,000	-140,399	7,411	-22.20	1.53
KANSAS	473,180	433,945	444,000	-29,180	10,055	-6.17	2.32
KENTUCKY	746,989	651,250	651,000	-95,989	-250	-12.85	-0.04
LOUISIANA	923,076	820,864	825,000	-98,076	4,136	-10.62	0.50
MAINE	237,130	205,201	206,000	-31,130	799	-13.13	0.39
MARYLAND	928,271	734,967	753,000	-175,271	18,033	-18.88	2.45
MASSACHUSETTS	1,242,391	860,979	863,000	-379,391	2,021	-30.54	0.23
MICHIGAN	2,095,777	1,615,209	1,627,000	-468,777	11,791	-22.37	0.73
MINNESOTA	898,231	759,700	782,000	-116,231	22,300	-12.94	2.94
MISSISSIPPI	562,604	509,553	509,000	-53,604	-553	-9.53	-0.11
MISSOURI	1,003,075	870,104	887,000	-116,075	16,896	-11.57	1.94
MONTANA	169,330	149,829	152,000	-17,330	2,171	-10.23	1.45
NEBRASKA	332,339	284,077	291,000	-41,339	6,923	-12.44	2.44
NEVADA	135,073	186,755	201,000	65,927	14,245	48.81	7.63
NEW HAMPSHIRE	183,785	177,651	178,000	-5,785	349	-3.15	0.20
NEW JERSEY	1,587,994	1,164,598	1,173,000	-414,994	8,402	-26.13	0.72
NEW MEXICO	280,878	294,443	302,000	21,122	7,557	7.52	2.57
NEW YORK	3,793,733	2,758,856	2,779,000	-1,014,733	20,144	-26.75	0.73
NORTH CAROLINA	1,181,836	1,056,873	1,067,000	-114,836	10,127	-9.72	0.96
NORTH DAKOTA	144,042	117,231	118,000	-26,042	769	-18.08	0.66
OHIO	2,355,041	1,854,199	1,864,000	-491,041	9,801	-20.85	0.53
OKLAHOMA	564,589	562,420	568,000	3,411	5,580	0.60	0.99
OREGON	478,903	480,600	498,000	19,097	17,400	3.99	3.62
PENNSYLVANIA	2,454,642	1,838,089	1,853,000	-601,642	14,911	-24.51	0.81
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	145,661	147,000	-52,207	1,339	-26.21	0.92
SOUTH CAROLINA	645,989	612,328	616,000	-29,989	3,672	-4.64	0.60
SOUTH DAKOTA	151,333	132,259	135,000	-16,333	2,741	-10.79	2.07
TENNESSEE	899,154	816,141	816,000	-83,154	-141	-9.25	-0.02
TEXAS	2,779,661	3,162,003	3,227,000	447,339	64,997	16.09	2.06
UTAH	286,294	422,538	434,000	147,706	11,462	51.59	2.71
VERMONT	108,007	93,344	95,000	-13,007	1,656	-12.04	1.77
VIRGINIA	1,090,502	974,207	989,000	-101,502	14,793	-9.31	1.52
WASHINGTON	776,411	818,856	855,000	78,589	36,144	10.12	4.41
WEST VIRGINIA	380,112	314,139	308,000	-72,112	-6,139	-18.97	-1.95
WISCONSIN	1,043,493	852,047	874,000	-169,493	21,953	-16.24	2.58
WYOMING	84,744	92,746	94,000	9,256	1,254	10.92	1.35
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	46,337,802	41,560,461	42,221,000	-4,116,802	660,539	-8.88	1.59
50 STATES, D.C. & P.R.	46,337,802	41,560,461	42,221,000	-4,116,802	660,539	-8.88	1.59

1976-77 AND 1991-92 POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

1990-91 POPULATION COUNTS ARE PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WAS ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
25MAR93

TABLE AF4

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 18-21

STATE	NUMBER 1976-77	NUMBER 1990-91	NUMBER 1991-92	CHANGE IN NUMBER 1991-92 LESS 1976-77	CHANGE IN NUMBER 1991-92 LESS 1991-90	PERCENTAGE CHANGE IN NUMBER 1991-92 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1991-92 LESS 1990-91
ALABAMA	287,706	268,223	268,000	-19,706	-223	-6.85	-0.08
ALASKA	44,521	30,984	33,000	-11,521	2,016	-25.88	6.51
ARIZONA	177,325	227,926	225,000	47,675	-2,926	26.89	-1.28
ARKANSAS	152,000	143,228	146,000	-6,000	2,772	-3.95	1.94
CALIFORNIA	1,736,283	1,906,914	1,834,000	97,717	-72,914	5.63	-3.82
COLORADO	228,763	197,113	196,000	-32,763	-1,113	-14.32	-0.56
CONNECTICUT	236,324	195,174	184,000	-52,324	-11,174	-22.14	-5.73
DELAWARE	50,995	44,642	42,000	-8,995	-2,642	-17.64	-5.92
DISTRICT OF COLUMBIA	62,477	46,863	41,000	-21,477	-5,863	-34.38	-12.51
FLORIDA	594,118	692,024	691,000	96,882	-1,024	16.31	-0.15
GEORGIA	408,759	428,506	429,000	20,241	494	4.95	0.12
HAWAII	84,792	66,562	67,000	-17,792	438	-20.98	0.66
IDAHO	65,779	60,555	64,000	-1,779	3,445	-2.70	5.69
ILLINOIS	872,856	701,070	691,000	-181,856	-10,070	-20.83	-1.44
INDIANA	424,812	366,670	362,000	-62,812	-4,670	-14.79	-1.27
IOWA	218,835	172,527	168,000	-50,835	-4,527	-23.23	-2.62
KANSAS	193,036	150,711	147,000	-46,036	-3,711	-23.85	-2.46
KENTUCKY	271,761	238,660	239,000	-32,761	340	-12.06	0.14
LOUISIANA	322,007	275,677	274,000	-48,007	-1,677	-14.91	-0.61
MAINE	83,226	73,566	74,000	-9,226	434	-11.09	0.59
MARYLAND	343,897	279,512	272,000	-71,897	-7,512	-20.91	-2.69
MASSACHUSETTS	474,305	405,459	371,000	-103,305	-34,459	-21.78	-8.50
MICHIGAN	757,757	593,139	582,000	-175,757	-11,139	-23.19	-1.88
MINNESOTA	328,124	255,355	249,000	-79,124	-6,355	-24.11	-2.49
MISSISSIPPI	188,496	183,167	184,000	-4,496	833	-2.39	0.45
MISSOURI	378,532	306,135	302,000	-76,532	-4,135	-20.22	-1.35
MONTANA	60,456	42,505	44,000	-16,456	1,495	-27.22	3.52
NEBRASKA	126,150	92,483	93,000	-33,150	517	-26.28	0.56
NEVADA	48,088	64,811	66,000	17,912	1,189	37.25	1.83
NEW HAMPSHIRE	62,335	69,589	65,000	2,665	-4,589	4.28	-6.59
NEW JERSEY	519,260	435,169	422,000	-97,260	-13,169	-18.73	-3.03
NEW MEXICO	102,000	89,344	92,000	-10,000	2,656	-9.80	2.97
NEW YORK	1,317,403	1,118,755	1,065,000	-252,403	-53,755	-19.16	-4.80
NORTH CAROLINA	449,008	463,721	449,000	-8	-14,721	-0.00	-3.17
NORTH DAKOTA	55,727	40,713	40,000	-15,727	-713	-28.22	-1.75
OHIO	861,830	673,040	663,000	-198,830	-10,040	-23.07	-1.49
OKLAHOMA	215,238	194,103	196,000	-19,238	1,897	-8.94	0.98
OREGON	174,536	157,819	159,000	-15,536	1,181	-8.90	0.75
PENNSYLVANIA	877,981	731,175	705,000	-172,981	-26,175	-19.70	-3.58
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	72,468	67,000	-6,430	-5,468	-8.76	-7.55
SOUTH CAROLINA	244,123	244,158	244,000	-123	-158	-0.05	-0.06
SOUTH DAKOTA	57,186	40,675	41,000	-16,186	325	-28.30	0.80
TENNESSEE	321,822	312,679	313,000	-8,822	321	-2.74	0.10
TEXAS	1,032,018	1,101,356	1,103,000	70,982	1,644	6.88	0.15
UTAH	113,350	118,191	124,000	10,650	5,809	9.40	4.91
VERMONT	39,470	39,387	37,000	-2,470	-2,387	-6.26	-6.06
VIRGINIA	446,620	413,042	402,000	-44,620	-11,042	-9.99	-2.67
WASHINGTON	292,683	281,765	280,000	-12,683	-1,765	-4.33	-0.63
WEST VIRGINIA	127,864	112,565	116,000	-11,864	3,435	-9.28	3.05
WISCONSIN	377,316	298,510	291,000	-86,316	-7,510	-22.88	-2.52
WYOMING	31,309	25,703	27,000	-4,309	1,297	-13.76	5.05
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17,014,688	15,544,088	15,239,000	-1,775,688	-305,088	-10.44	-1.96
50 STATES, D.C. & P.R.	17,014,688	15,544,088	15,239,000	-1,775,688	-305,088	-10.44	-1.96

1976-77 AND 1991-92 POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

1990-91 POPULATION COUNTS ARE PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WAS ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
25MAR93

TABLE AF5

ENROLLMENT FOR STUDENTS IN GRADES PRE-KINDERGARTEN THROUGH TWELVE

STATE	NUMBER 1976-77	NUMBER 1990-91	NUMBER 1991-92	CHANGE IN NUMBER 1991-92 LESS 1976-77	CHANGE IN NUMBER 1991-92 LESS 1991-90	PERCENTAGE CHANGE IN NUMBER 1991-92 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1991-92 LESS 1990-91
ALABAMA	752,507	727,815	726,115	-26,392	-1,700	-3.51	-0.23
ALASKA	91,190	112,153	115,277	24,087	3,124	26.41	2.79
ARIZONA	502,817	589,504	673,801	170,984	84,297	34.01	14.30
ARKANSAS	460,593	434,960	437,616	-22,977	2,656	-4.99	0.61
CALIFORNIA	4,380,300	4,963,383	5,140,000	759,700	176,617	17.34	3.56
COLORADO	570,000	568,673	593,030	23,030	24,357	4.04	4.28
CONNECTICUT	635,000	468,900	478,300	-156,700	9,400	-24.68	2.00
DELAWARE	122,273	99,658	101,543	-20,730	1,885	-16.95	1.89
DISTRICT OF COLUMBIA	125,848	80,500	80,092	-45,756	-408	-36.36	-0.51
FLORIDA	1,537,336	1,861,538	1,932,293	394,957	70,755	25.69	3.80
GEORGIA	1,095,142	1,151,687	1,177,324	82,182	25,637	7.50	2.23
HAWAII	174,943	171,056	174,249	-694	3,193	-0.40	1.87
IDAHO	200,005	220,840	225,680	25,675	4,840	12.84	2.19
ILLINOIS	2,238,129	1,803,000	1,851,000	-387,129	48,000	-17.30	2.66
INDIANA	1,163,179	956,487	958,240	-204,939	1,753	-17.62	0.18
IOWA	605,127	484,116	491,363	-113,764	7,247	-18.80	1.50
KANSAS	436,526	436,250	445,774	9,248	9,524	2.12	2.18
KENTUCKY	694,000	630,091	634,200	-59,800	4,109	-8.62	0.65
LOUISIANA	839,499	779,161	695,379	-144,120	-83,782	-17.17	-10.75
MAINE	248,822	215,516	216,887	-31,935	1,371	-12.83	0.64
MARYLAND	860,929	715,152	736,238	-124,691	21,086	-14.48	2.95
MASSACHUSETTS	1,172,000	829,119	841,785	-330,215	12,666	-28.18	1.53
MICHIGAN	2,035,703	1,577,000	1,587,082	-448,621	10,082	-22.04	0.64
MINNESOTA	862,591	751,913	775,567	-87,024	23,654	-10.09	3.15
MISSISSIPPI	510,209	500,122	501,525	-8,684	1,403	-1.70	0.28
MISSOURI	950,142	810,450	822,593	-127,549	12,143	-13.42	1.50
MONTANA	170,552	151,670	153,075	-17,477	1,405	-10.25	0.93
NEBRASKA	312,024	274,141	277,652	-34,372	3,511	-11.02	1.28
NEVADA	141,791	196,736	211,810	70,019	15,074	49.38	7.66
NEW HAMPSHIRE	175,496	170,642	173,881	-1,615	3,239	-0.92	1.90
NEW JERSEY	1,427,000	1,082,561	1,109,604	-317,396	27,043	-22.24	2.50
NEW MEXICO	284,719	299,734	297,006	12,287	-2,728	4.32	-0.91
NEW YORK	3,378,997	2,563,000	2,645,000	-733,997	82,000	-21.72	3.20
NORTH CAROLINA	1,191,316	1,082,558	1,092,447	-98,869	9,889	-8.30	0.91
NORTH DAKOTA	129,106	117,134	117,719	-11,387	585	-8.82	0.50
OHIO	2,249,440	1,770,000	1,758,071	-491,369	-11,929	-21.84	-0.67
OKLAHOMA	597,665	578,600	579,200	-18,465	600	-3.09	0.10
OREGON	474,707	484,950	498,608	23,901	13,658	5.03	2.82
PENNSYLVANIA	2,193,673	1,667,630	1,667,087	-526,586	-543	-24.00	-0.03
PUERTO RICO	688,592	644,958	642,579	-46,013	-2,379	-6.68	-0.37
RHODE ISLAND	172,373	137,946	140,915	-31,458	2,969	-18.25	2.15
SOUTH CAROLINA	620,711	621,776	627,471	6,760	5,695	1.09	0.92
SOUTH DAKOTA	148,080	129,164	131,576	-16,504	2,412	-11.15	1.87
TENNESSEE	841,974	822,200	832,330	-9,644	10,130	-1.15	1.23
TEXAS	2,822,754	3,353,270	3,435,749	612,995	82,479	21.72	2.46
UTAH	314,471	444,732	454,218	139,747	9,486	44.44	2.13
VERMONT	104,356	96,198	96,802	-7,554	604	-7.24	0.63
VIRGINIA	1,100,723	998,463	1,016,017	-84,706	17,554	-7.70	1.76
WASHINGTON	780,730	832,218	868,551	87,821	36,333	11.25	4.37
WEST VIRGINIA	404,771	323,021	320,249	-84,522	-2,772	-20.88	-0.86
WISCONSIN	945,337	790,901	821,550	-123,787	30,649	-13.09	3.88
WYOMING	90,587	98,210	99,330	8,743	1,120	9.65	1.14
AMERICAN SAMOA	9,950	12,443	13,360	3,410	917	34.27	7.37
GUAM	28,570	25,941	27,421	-1,149	1,480	-4.02	5.71
NORTHERN MARIANAS	.	6,123	6,817	.	694	.	11.33
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	21,675	23,344	-1,682	1,669	-6.72	7.70
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	45,090,301	41,737,639	42,552,392	-2,537,909	814,753	-5.63	1.95
50 STATES, D.C. & P.R.	45,026,755	41,671,457	42,481,450	-2,545,305	809,993	-5.65	1.94

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

DATA FOR SCHOOL YEARS 1990-91 AND 1991-92 ARE ESTIMATES FROM NCES.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
25MAR93

TABLE AG1

STATE GRANT AWARDS UNDER CHAPTER 1 OF ESEA (SOP), IDEA, PART B, PRESCHOOL GRANT PROGRAM AND PART-H

APPROPRIATION YEAR 1992
ALLOCATION YEAR 1992-1993

STATE	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART-H
ALABAMA	848,348	40,121,862	5,885,805	2,514,499
ALASKA	2,152,702	5,148,324	1,043,491	855,556
ARIZONA	746,245	24,285,654	3,943,417	2,617,743
ARKANSAS	1,401,882	18,751,830	3,563,455	1,461,652
CALIFORNIA	1,971,225	200,622,009	34,813,572	21,710,996
COLORADO	2,383,537	22,708,014	3,048,537	2,226,280
CONNECTICUT	2,735,434	25,387,257	4,476,008	2,065,015
DELAWARE	1,764,545	4,737,016	1,310,188	855,556
DISTRICT OF COLUMBIA	2,632,027	1,137,654	208,859	855,556
FLORIDA	5,001,847	99,773,518	11,740,282	7,611,429
GEORGIA	1,076,276	43,099,754	6,329,229	4,459,870
HAWAII	431,872	5,415,839	721,367	855,556
IDAHO	446,072	8,873,864	1,914,272	855,556
ILLINOIS	21,821,555	82,748,038	18,516,148	7,626,080
INDIANA	3,696,397	45,450,032	6,040,040	3,553,592
IOWA	700,375	24,586,762	4,339,446	1,705,171
KANSAS	1,342,074	18,187,305	3,246,953	1,663,102
KENTUCKY	1,100,581	32,350,420	9,782,631	2,223,604
LOUISIANA	1,753,062	30,494,614	5,506,646	2,938,957
MAINE	587,590	11,023,403	1,961,667	855,556
MARYLAND	2,707,454	36,079,237	6,245,685	3,231,212
MASSACHUSETTS	12,161,339	55,977,325	8,101,317	3,730,987
MICHIGAN	8,821,640	64,287,893	11,646,295	6,302,266
MINNESOTA	1,313,168	32,950,587	7,224,912	2,980,248
MISSISSIPPI	329,688	24,737,520	3,667,081	1,729,046
MISSOURI	1,380,726	41,904,337	4,118,537	3,268,138
MONTANA	247,440	7,197,085	1,433,897	855,556
NEBRASKA	376,837	14,406,869	2,220,331	1,055,762
NEVADA	245,626	8,175,786	1,460,406	855,556
NEW HAMPSHIRE	963,178	7,896,801	1,011,359	855,556
NEW JERSEY	3,830,338	73,054,014	11,824,629	4,831,689
NEW MEXICO	121,656	15,529,365	2,081,360	1,102,824
NEW YORK	11,050,012	125,568,396	23,287,771	11,325,359
NORTH CAROLINA	1,043,472	51,397,213	8,976,918	4,142,304
NORTH DAKOTA	317,132	4,869,339	796,877	855,556
OHIO	4,463,564	82,817,272	8,804,207	6,989,364
OKLAHOMA	554,346	27,533,519	4,255,099	1,992,104
OREGON	5,375,767	19,295,872	966,374	1,783,733
PENNSYLVANIA	14,138,858	78,161,371	11,096,836	7,092,114
PUERTO RICO	0	14,330,670	2,969,010	2,714,693
RHODE ISLAND	571,783	8,431,830	1,397,748	855,556
SOUTH CAROLINA	557,995	32,227,929	6,965,445	2,299,998
SOUTH DAKOTA	273,726	5,989,377	1,761,645	855,556
TENNESSEE	1,377,551	44,210,780	6,851,376	2,979,366
TEXAS	6,175,592	144,662,710	19,919,519	12,341,503
UTAH	1,091,660	19,384,361	2,748,905	1,516,578
VERMONT	1,100,378	4,141,765	708,514	855,556
VIRGINIA	1,815.931	48,688,884	8,639,530	3,995,496
WASHINGTON	2,291[illegible]25	35,424,175	7,759,109	3,257,061
WEST VIRGINIA	717,279	17,508,072	2,613,950	929,181
WISCONSIN	2,292,813	35,942,408	8,711,827	3,164,311
WYOMING	280,228	4,689,084	1,071,607	855,556
AMERICAN SAMOA	15,004	2,218,768	28,116	328,582
GUAM	101,380	5,360,508	150,218	722,787
NORTHERN MARIANAS	90,431	1,368,258	20,083	204,735
PALAU	136,660	624,802	7,230	65,307
VIRGIN ISLANDS	71,777	4,064,056	64,264	428,589
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND INSULAR AREAS	143,000,000	1,946,011,407	320,000,000	172,861,111
50 STATES, D.C. & P.R.	142,584,748	1,932,375,015	319,730,089	171,111,111

STATE GRANT AWARDS ARE INITIAL ALLOCATIONS FOR THE 1992 APPROPRIATION YEAR.

DATA AS OF OCTOBER 1, 1992.

SOURCE: ANNUAL.CNTL(GFXXNX1A)
23OCT92

NOTES FOR APPENDIX A

Tables AB1-AB24: Educational Environments

Alabama -- The State did not report children in private schools not placed or referred by public agencies.

Alaska -- The State indicated that the significant increase from 1989-90 to 1990-91 in total regular class placement and the significant decrease in total resource room placement are the result of an effort to provide services to students in less restrictive environments.

American Samoa -- The outlying area noted that students with mental retardation who are served in regular classes and resource rooms have mild disabilities. American Samoa has noncategorical eligibility and placement.

Arizona -- The State does not have a category for deaf-blindness; students in this category are reported as having multiple disabilities.

California -- The State combined the count of students served in homebound/hospital environments with the count of students served in regular classes; the data were presented under the regular class category. In addition, the State did not report counts of students served in private residential facilities and counts of students in private schools who were not placed or referred by a public agency.

Colorado -- The State combined counts of students with orthopedic impairments and other health impairments; the data were presented under the orthopedic impairments category.

Florida -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disability.

Georgia -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disability.

Illinois -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disability.

Massachusetts -- Data are not available for children age 3-21 served in private schools not placed or referred by public agencies.

Michigan -- The State combined counts of students with deaf-blindness with counts of students with hearing impairments; the data were presented under the hearing impairments category. Also, Michigan does not collect counts of children with disabilities in private separate school facilities.

Minnesota -- Minnesota reported the placement of students with multiple disabilities under the students' primary disability.

Mississippi -- The State combined counts of the orthopedic impairments and other health impairments category; the data were presented under the orthopedic impairments category.

Missouri -- The State indicated that sampling was employed in the collection of placement data.

New Mexico -- The State does not collect data on students served in private schools not placed or referred by public agencies. The State indicated that the increase from 1989-90 to 1990-91 in total regular class placement and decrease in total resource room placement is due to the efforts of the State Superintendent who has promoted the integration of students with disabilities into regular classrooms.

North Dakota -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disability.

Ohio -- Ohio combined counts of students with other health impairments with counts of students served with orthopedic impairments; the data were presented under the orthopedic impairments category. Also, the State did not report counts of students being served in private schools not placed or referred by public agencies because under Ohio law, public school districts have no statutory authority to place a child with disabilities in a private school; free and appropriate public education must be made available for any such child of legal school age regardless of domicile.

Oregon -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disability.

Puerto Rico -- Puerto Rico did not report placement data for 3-5 year old children.

South Dakota -- The State did not report placement data for children receiving services under Chapter 1 of ESEA (SOP) in local education agency (LEA) programs because they do not use the transfer provision as outlined under P.L. 100-297. There were no children in LEAs receiving services under Chapter 1 of ESEA (SOP).

Wyoming -- The State did not report placement data for the multiple disabilities category; the data were presented under the students' primary disability.

Tables AC1 and AC2: Personnel

Personnel Employed

Colorado -- The State combined counts of teachers of students having other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Florida -- The State combined the count of teachers of students having hearing impairments with the count of teachers of students having speech or language impairments; the data were presented under the speech or language impairments category. Florida reported the count of teachers of students with multiple disabilities under the count of cross-categorical teachers.

Georgia -- The State did not report personnel employed data for the multiple disabilities category; the data were reported under the students' primary disability.

Illinois -- The State combined counts of teachers of students having other health impairments with teachers of students having serious emotional disturbance; the data were presented under the serious emotional disturbance category. Also, Illinois included counts of teachers of students with deaf-blindness with either teachers of students with hearing impairments or visual impairments.

Kansas -- Kansas combined counts of teachers of students with deaf-blindness with teachers of students having the multiple disabilities; the data were presented under the multiple disabilities category.

Massachusetts -- Massachusetts is a non-categorical State, which does not collect data by types of disabilities; the data are generally not available by disability.

Michigan -- The State combined counts of teachers of students with deaf-blindness with teachers of students having hearing impairments; the data were presented under the hearing impairments category.

Mississippi -- The State combined counts of teachers of students with orthopedic impairments and other health impairments; the data were presented under the orthopedic impairments category.

Missouri -- The State presented 1989-90 data on the number of cross-categorical teachers employed to serve students with disabilities because the 1990-91 data were not available.

Montana -- Montana has all cross-categorical special education classrooms; therefore, the full-time equivalencies of the teachers employed to serve students with each disability are an estimate based on contact hours per week.

New York -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities; the data were presented under the multiple disabilities category. Also, the State was unable to apportion FTEs for vocational education teachers, work-study coordinators, school social workers, and counselors. The State did not collect data on other diagnostic staff.

North Dakota -- The State did not report personnel data for the multiple disabilities category; the data were reported under the students' primary disability.

Ohio -- The State combined counts of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Oregon -- The State did not report personnel data for the multiple disabilities category; the data were reported under the students' primary disability.

South Dakota -- The State reported all teachers as serving students with speech or language impairments or as serving students in cross-categorical programs.

Texas -- The State reported all teachers as serving students in cross-categorical programs.

Washington -- The State only reported FTEs of special education teachers employed to serve students age 6-21 years old who have speech or language impairments. Washington employs teachers for cross-categorical programs; therefore, no data are available by individual disability. Also, the State was unable to provide data for vocational education teachers, physical education teachers, work-study coordinators, audiologists, recreation therapists, and other diagnostic staff.

Wisconsin -- The State combined the counts of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category. Wisconsin reported the count of teachers of students with multiple disabilities under the count of teachers of cross-categorical programs.

Wyoming -- The State did not report FTEs for teachers employed to serve students age 6-21 by individual disability, except for speech or language impairments, because teachers in Wyoming serve in a cross-categorical system. Also, Wyoming did not report counts of FTEs for vocational education teachers, and work-study coordinators because the State does not fund these positions for special education.

Personnel-Needed

Colorado -- The State combined counts of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Florida -- The State combined the count of teachers of students having hearing impairments with the count of teachers of students having speech or language impairments; the data were presented under the speech or language impairments category. Florida reported the count of teachers of students with multiple disabilities under the count of teachers of cross-categorical programs.

Georgia -- The State did not report personnel needed data for the multiple disabilities category; the data were reported under the students' primary disability.

Illinois -- The State did not report personnel needed data for the multiple disabilities category; the data were reported under the students' primary disability.

Indiana -- The State indicated that the decrease in the total number of teachers needed from 1989-90 to 1990-91 is the result of a change in the delivery of services to preschool age children. These children, who were previously served in State-operated or State-supported programs, are now served by local education agencies (LEAs). In addition, there was a decrease in the number of teachers of students with learning disabilities who were employed with temporary certification.

Kansas -- Kansas combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities; the data were presented under the multiple disabilities category.

Massachusetts -- Massachusetts is a non-categorical State, which does not collect personnel needed data by conditions of disability; the data are generally not available by disability condition. Also, the State did not report data for school staff other than teachers needed to serve students with disabilities.

Michigan -- The State included counts of teachers of students with deaf-blindness with teachers of students with hearing impairments; the data were presented under the hearing impairments category.

Mississippi -- The State combined counts of teachers of students with orthopedic impairments and other health impairments; the data were presented under the orthopedic impairments category.

Montana -- Montana has all cross-categorical special education classrooms; therefore, total counts of teachers needed to provide special education services were reported under cross-categorical programs.

New York -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities; the data were presented under the multiple disabilities category. The State did not report data on other special education and related services personnel.

North Dakota -- The State did not report personnel data for the multiple disabilities category; the data were reported under the students' primary disability.

Ohio -- The State combined the data for teachers of students having other health impairments with students served with orthopedic impairments; the data were presented under the orthopedic impairments category.

Pennsylvania -- The State indicated that the marked increase in the total number of teachers needed from 1989-90 to 1990-91 reflect regional shortages, i.e., getting personnel to work in rural areas.

South Dakota -- The State reported all teachers needed for cross-categorical programs or for students having speech or language impairments.

Washington -- The State reported only the FTEs of special education teachers needed to serve students age 6-21 years old who have speech or language impairments or to serve students in cross-categorical programs.

Wyoming -- The State did not report FTEs for teachers needed to serve students age 6-21 by individual disability, except for speech or language impairments, because teachers in Wyoming serve in a cross-categorical system.

Table AD1 and AD2: Exiting

California -- The State estimated these data by disability. The total number of students reported in each exiting category are verified actual data. The number of students with each disability reported for an exiting category was based on the proportion of students with each disability in the State's child count.

Colorado -- The State combined counts of students having orthopedic impairments and other health impairments; the data were presented under the category of orthopedic impairments.

Florida -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disability.

Georgia -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disability.

Illinois -- The State did not report exiting data for the multiple disabilities category; the data were reported by the students' primary disability.

Massachusetts -- The State does not collect data for "graduation through certificate or completion of IEP requirement" because the State only recognizes "graduation with diploma." The State does not collect data for "status unknown."

Michigan -- The State indicated that the large increase in the number of students who exited the educational system from 1989-90 to 1990-91 is a result of improvements in reporting practices. The State combined data for students with deaf-blindness with those having hearing impairments; the data were presented under the hearing impairments category.

Minnesota -- The State combined counts of students with deaf-blindness with counts of students having hearing impairments; the data were presented under the hearing impairments category. Also, the State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disability.

Mississippi -- The State combined counts of the orthopedic impairments and other health impairments categories; the data were presented under the orthopedic impairments category.

New Jersey -- The State did not report exiting data for 14 and 15 year olds for all disabilities because State law mandates that students cannot leave the educational system until they are 16. Also, New Jersey does not collect data for "graduation through certification or completion/fulfillment of IEP requirement" because all students who graduate receive a diploma.

North Dakota -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disability.

Ohio -- Ohio combined counts of students served as having other health impairments with counts of students served as having orthopedic impairments; the data were presented under the orthopedic impairments category.

Oregon -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disability.

Pennsylvania -- The State reported the counts of students with other health impairments, deaf-blindness, and multiple disabilities under the categories of the students' primary disability. Pennsylvania included counts of "other reasons for exit" in the counts of "status unknown." The State indicated that the decrease in the total number of students exiting the educational system from 1989-90 to 1990-91 was primarily due to a decrease in the number of students identified with speech or language impairments who are exiting the educational system. There has been an attendant decrease in the child count of students identified with speech or language impairments. Pennsylvania also reported that 'graduation with a certificate' has been eliminated as a basis of exit; this change has resulted in an increase in the number of students who exited through 'graduation with a diploma.'

Texas -- The State did not use "reached maximum age" and "status unknown" as bases for exiting the educational system.

Wisconsin -- The State did not report exiting data for 14 and 15 year olds for all disabilities because State law mandates that students cannot leave the educational system until they are 16.

Wyoming -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disability.

Table AE1: Anticipated Services

Florida -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disability.

Georgia -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disability.

Illinois -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disability.

Michigan -- The State did not report data on anticipated services for the deaf-blindness category; the data were presented under the hearing impairments category.

Ohio -- Ohio combined counts of students served as having other health impairments with counts of students served as having orthopedic impairments; the data were presented under the orthopedic impairments category.

Oregon -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disability.

Wyoming -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disability.

APPENDIX B

OSEP SPECIAL EDUCATION PERSONNEL TRAINING

TABLE B.1

Full- and Part-Time Students Enrolled in Preservice Training Funded by Division of Personnel Preparation (DPP): Number and Distribution, FY 1991

Type of Special Education Training	Number of Students	Percentage of All DPP-Funded Students
Adaptive physical education	335	2.2
Audiologist	303	2.0
Cross-categorical	907	6.0
Deaf-blindness	92	0.6
Deafness	382	2.5
Hard of hearing	263	1.8
Mental retardation	811	5.4
Multiple disabilities	570	3.8
Occupational therapist	318	2.1
Orthopedic impairments	95	0.6
Other health impairments	14	0.1
Other non-instructional staff	256	1.7
Other personnel[a]	4,809	32.0
Paraprofessional	289	1.9
Physical therapist	234	1.6
Psychologist	160	1.1
School social worker	24	0.2
Serious emotional disturbance	814	5.4
Specific learning disabilities	740	4.9
Speech/language pathologist	2,750	18.3
Supervisor/administrator	104	0.7
Therapeutic recreation therapist	205	1.4
Visual impairments	428	2.8
Vocational education	117	0.8
Total	15,020	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE B.2

Degree Recipients in Programs Funded by DPP Grants:
Number and Distribution, FY 1991

Type of Special Education Training	Number of Students	Percentage of All DPP-Funded Students	Number of Doctoral Students	Percentage of All DPP-Funded Students
Adaptive physical education	107	1.8	0	0.0
Audiologist	193	3.2	1	0.4
Cross-categorical	2,562	42.7	128	54.0
Deaf-blindness	8	0.1	0	0.0
Deafness	138	2.3	0	0.0
Hard of hearing	105	1.8	0	0.0
Mental retardation	189	3.2	2	0.8
Multiple disabilities	131	2.2	4	1.7
Occupational therapist	163	2.7	10	4.2
Orthopedic impairments	21	0.4	0	0.0
Other health impairments	12	0.2	0	0.0
Other non-instructional staff	36	0.6	2	0.8
Other personnel[a]	501	8.4	18	7.6
Paraprofessional	7	0.1	0	0.0
Physical therapist	109	1.8	0	0.0
Psychologist	72	1.2	30	12.7
School social worker	2	0.0	0	0.0
Serious emotional disturbance	277	4.6	2	0.8
Specific learning disabilities	258	4.3	10	4.2
Speech/language pathologist	856	14.3	23	9.7
Supervisor/administrator	6	0.1	3	1.3
Therapeutic recreation therapist	69	1.2	1	0.4
Visual impairments	130	2.2	3	1.3
Vocational education	45	0.8	0	0.0
Total	5,997	100.0	237	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE B.3

State or Professional Certification Received in Programs Funded by DPP Grants: Number and Distributions, FY 1991

Type of Special Education Training	Number of Students[a]	Percentage of All DPP-Funded Students
Adaptive physical education	106	3.1
Audiologist	73	2.2
Cross-categorical	589	17.4
Deaf-blindness	5	0.1
Deafness	134	4.0
Hard of hearing	0	0.0
Mental retardation	228	6.7
Multiple disabilities	179	5.3
Occupational therapist	138	4.1
Orthopedic impairments	10	0.3
Other health impairments	5	0.1
Other non-instructional staff	8	0.2
Other personnel[b]	440	13.0
Paraprofessional	35	1.0
Physical therapist	104	3.1
Psychologist	39	1.2
School social worker	1	0.0
Serious emotional disturbance	301	8.9
Specific learning disabilities	234	6.9
Speech/language pathologist	475	14.0
Supervisor/administrator	51	1.5
Therapeutic recreation therapist	69	2.0
Visual impairments	132	3.9
Vocational education	33	1.0
Total	3,389	100.0

[a] Includes students who received or were recommended for certification.

[b] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

APPENDIX C

EVALUATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: SPECIAL STUDIES CONTRACTS

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through the present. All Special Studies contracts are listed and brief descriptions provided. The studies have been designed to provide information concerning the impact and effectiveness of the IDEA, formerly EHA.

	Title	Contractor and Contract Number	Contract Period and Amount
1.	**Assessment of State Information Capabilities under P.L. 94-142**	**Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562**	**9/30/76 - 9/30/77 $298,840**

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found that capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

	Title	Contractor and Contract Number	Contract Period and Amount
2.	**Development of a Sampling Procedure for Validating State Counts of Handicapped Children**	**SRI International Menlo Park, CA 300-76-0513**	**10/1/76 - 9/30/77 $267,790**

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of children with disabilities and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

	Title	Contractor and Contract Number	Contract Period and Amount
3.	**An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children**	**Council for Exceptional Children (CEC) Reston, VA 300-76-0515**	**10/1/76 - 9/30/77 $110,904**

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under IDEA, Part B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4.	**Implementation of the Individual Education Program**	**David Nero & Associates Portland, OR 300-74-7915**	**9/30/76 - 12/30/77 $433,000**

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the IDEA. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and in-service training programs.

5.	**Analysis of State Data**	**Team Associates Washington, D.C. 300-76-0540**	**9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396**

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress.*

	Title	Contractor and Contract Number	Contract Period and Amount
6.	**Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies**	**SRI International Menlo Park, CA 300-78-0030**	**1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006**

Description: The purpose of this study was to follow a small sample of school systems over a 5-year period to observe their progress in implementing the Act. Because Congress asked that the *Annual Report* describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

7.	**Criteria for Quality**	**Thomas Buffington Associates Washington, D.C. 300-77-0237**	**5/19/77 - 2/28/79 $395,162**

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph included the relevant papers and a review by a panel of education practitioners.

	Title	Contractor and Contract Number	Contract Period and Amount
8.	**National Survey of Individualized Education Programs**	**Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529**	**1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181**

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for children with disabilities. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information-gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of children with disabilities have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9.	**A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142**	**Roy Littlejohn & Associates Washington, D.C.**	**7/9/76 - 10/30/78 $328,758**

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on the implementation of the individualized education program, and several have been raised by national teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L 94-142.

10.	**Case Study of the Implementation of P.L. 94-142**	**Education Turnkey Systems Washington, D.C. 300-77-0528**	**9/30/77 - 5/31/79 $484,452**

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

	Title	Contractor and Contract Number	Contract Period and Amount
11.	**Clarification of P.L. 94-142 for the Classroom Teacher**	**Research for Better Schools Philadelphia, PA 300-77-0525**	**10/1/77 - 1/31/78 $24,767**

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12.	**Study for Determining the Least Restrictive Environment Placement of Handicapped Children**	**Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427**	**9/12/78 - 1/10/80 $369,770**

Description: The purpose of this study was to investigate the rules or criteria used by the courts and State hearing officers to determine the placements of children with disabilities, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

13.	**Special Teens and Parents: Study of P.L. 94-142's Impact**	**ABT Associates, Inc. Washington, D.C. 300-78-0462**	**10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on secondary students with learning disabilities and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of adolescents with learning disabilities.

	Title	Contractor and Contract Number	Contract Period and Amount
14.	**Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact**	**American Institutes for Research (AIR) Cambridge, MA 300-78-0463**	**10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

15.	**The Quality of Educational Services: Study of P.L. 94-142's Impact**	**Huron Institute Cambridge, MA 300-78-0465**	**10/1/78 - 9/30/79 $51,239 10/1/79 - 8/31/80 $60,000**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to children with disabilities and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

16.	**Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact**	**Illinois State University Normal, IL 300-78-0461**	**9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various disabilities and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Title	Contractor and Contract Number	Contract Period and Amount
17. Institutional Responses and Consequences: Study of P.L. 94-142's Impact	**High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464**	**10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Title	Contractor and Contract Number	Contract Period and Amount
18. Project to Provide Technical Assistance in Data Analysis	**Decision Resources Corporation Washington, D.C. 300-78-0467**	**10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919**
	300-82-0001	**10/1/82 - 9/30/83 $125,071 10/1/83 - 9/30/84 $144,171**
	300-84-0246	**10/1/84 - 9/30/85 $196,632 10/1/85 - 9/30/86 $348,564 10/1/86 - 10/31/87 $215,797**
Technical Assistance in Data Analysis, Evaluation, and Report Preparation	**Westat, Inc. (formerly Decision Resources Corporation) Rockville, MD 300-87-0155**	**10/1/87 - 9/30/92 $5,908,246**
	HS92035001	**10/1/92 - 9/30/93 $1,000,000**

Description: The purpose of this project in its early years was to analyze data already available from States. State data submitted to OSEP each year contain all numerical information required in the Act as well as extensive information on policies and procedures. State data were analyzed throughout the years of the contract period for dissemination to the field and for inclusion in the *Annual Report to Congress*.

	Title	Contractor and Contract Number	Contract Period and Amount

The current project expands on the prior technical assistance contract. The purposes of the project are to (1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; (2) conduct studies to analyze significant and emerging issues in special education; (3) assist OSEP in providing guidance to State and local educators regarding educational reform issues; (4) assist States to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under IDEA; (5) facilitate information exchanges among Federal, State, and local special educators to discuss common concerns and goals; and (6) obtain, organize, and analyze information from multiple sources for reporting on the status of IDEA implementation, and the impact and effectiveness of IDEA implementation.

19.	**Identification of Future Trends in the Provision of Services to Handicapped Students**	**Newtek Corporation Reston, VA 300-78-0302**	**6/1/78 - 9/30/78 $10,000**

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to children with disabilities. In 1978, at a conference held by Newtek Corporation, experts in those five areas discussed the trends and the implications of those trends with panel members representing various aspects of services to children with disabilities. Although in many cases the projected trends were too speculative to guide policy making, the conference highlighted some potentially important trends about which policy makers should be aware. A summary of the conference was published in *Focus on Exceptional Children*.

20.	**A Project to Develop BEH Waiver Requirements, Procedures, and Criteria**	**Planning and Human Systems, Inc. Washington, D.C. 300-78-0128**	**5/1/78 - 12/15/78 $64,500**

Description: States that provide clear and convincing evidence that all children with disabilities have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Systems in 1978, to develop guidelines to be used in reviewing a State's request for a waiver. Development of the guidelines was based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

	Title	Contractor and Contract Number	Contract Period and Amount
21.	**A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children**	**Applied Management Sciences (AMS)** **Silver Spring, MD** **300-79-0669**	**10/1/79 - 9/30/80** **$200,403** **10/1/80 - 9/30/81** **$480,092** **10/1/81 - 9/30/82** **$179,906** **10/1/82 - 3/31/83** **$ 37,310**

Description: This study described LEA procedures for identifying, assessing, and placing students to determine whether or not procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

22.	**Survey of Special Education Services**	**Rand Corporation** **Santa Monica, CA** **300-79-0733**	**10/1/80 - 9/30/81** **$225,402**

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by children with disabilities. As a result of cutbacks in Special Studies money, however, this contract was terminated at the end of the first year.

23.	**Study of Student Turnover Between Special and Regular Education**	**SRI International** **Menlo Park, CA** **300-79-0660**	**10/1/79 - 3/31/81** **$220,299**

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which children with disabilities transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

	Title	Contractor and Contract Number	Contract Period and Amount
24.	**Legal Conference on the Surrogate Parent Requirement**	**Federation for Children with Special Needs Boston, MA 310-1-76-BH-02**	**5/1/79 - 8/31/79 $35,358**

Description: This project investigated the legal issues surrounding the surrogate parent requirement of P.L. 94-142 and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, reports of several States on their experience in implementing the parent surrogate requirement, and independent legal research formed the basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

25.	**Analysis of State and Local Implementation Efforts**	**Newtek Corporation Reston, VA 300-79-0722**	**10/1/79 - 5/15/80 $31,854**

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, (1) investigated the special education budgetary process at the State level and (2) examined in detail budgetary processes in four LEAs, selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local funding processes for special education.

Title	Contractor and Contract Number	Contract Period and Amount
26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	**National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721**	**10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129 10/1/85 - 9/30/86 $195,051 10/1/86 - 9/30/87 $203,800**

Description: The Forum project, conducted by NASDSE, provided a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs were Forum participants. The project conducted analyses of important issues and practices in SEAs and LEAs in order to assist OSEP in providing technical assistance to the field as specified under Section 617 of IDEA. The communication network also operated as a mechanism to enable OSEP to obtain timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all children with disabilities. The project also provided technical assistance to participating SEAs and LEAs through the communication network.

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	**TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661**	**10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937**

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, Child Find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a national topical conference was conducted in June 1980.

28. Verification of Procedures to Serve Handicapped Children	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702**	**10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000**

Description: This study had two parts: an assessment component and a secondary school component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially having disabilities: referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary school component was conducted in two phases. The first phase examined the class schedules of 458 students with disabilities in 11 public high schools in two States. Data were collected concerning the number of students with disabilities that received services, the type of coursework taken, the extent to which students received services in integrated settings, and the extent to which they received services comparable to those of students without disabilities. In this phase, AMS identified and documented promising strategies for serving secondary students with disabilities. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

Title	Contractor and Contract Number	Contract Period and Amount
29. Special Study on Terminology	**SRA Technologies Mountain View, CA 300-84-0144**	**5/21/84 - 2/21/85 $209,670**

Description: This nine-month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the contract was to conduct a review and assessment of the impact of the terms "serious emotional disturbance" (SED) and "behavioral disorder" (BD), and their definitions on several service issues: (1) the number and type of children and youth currently being served (and anticipated to be served) in special and regular education programs; (2) identification, assessment, special education, and related services provided and the availability of such services; (3) settings in which special education and related services are provided; (4) attitudes of and relationships among parents, professionals, and children and youth; and (5) training of professional personnel providing special education services. The study also provided examples of SED children who were effectively and ineffectively served.

30. Longitudinal Study on a Sample of Handicapped Students	**SRI International Menlo Park, CA 300-84-0258 Design**	**9/27/84 - 9/27/85 $285,409 4/10/85 - 4/30/86 $212,103 6/3/85 - 4/30/86 $ 48,051 5/1/86 - 7/28/86 $100,000 7/29/86 - 10/15/86 $ 71,526**
	300-87-0054 Implementation	**4/22/87 - 4/30/90 $2,963,602 5/1/90 - 4/21/92 $2,129,845 5/1/92 - 4/30/93 $388,069**

Description: This contract was developed in response to the 1983 Amendments to EHA, now IDEA, which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development. In 1987, data were collected for the first time on a nationally representative sample of more than 8,000 youth with disabilities. Data were collected again on these same youth in 1990. Analyses are examining outcomes and related factors.

Title	Contractor and Contract Number	Contract Period and Amount
31. Survey of Expenditures for Special Education and Related Services at State and Local Levels	**Decision Resources Corporation Washington, D.C. 300-84-0257**	**9/30/84 - 9/29/85 $505,309 9/30/85 - 9/29/86 $506,465 9/30/86 - 9/29/87 $722,614 9/30/87 - 3/31/88 $167,341 4/01/88 - 2/28/89 $ 65,921**
		Total: $1,967,650

Description: This congressionally-mandated study was designed to provide OSEP with detailed expenditure data and to provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by disabilities and age grouping. Analyses focused on national expenditure estimates, service descriptions, and how Federal funds are used.

Title	Contractor and Contract Number	Contract Period and Amount
32. Technical Assistance to State Educational Agencies Participating in the State Educational Agency/Federal Evaluation Studies Program	**Research Management Corporation Fall Church, VA 300-85-0098**	**4/30/85 - 5/30/87 $313,924**

Description: Section 618(d)(3) of P.L. 99-457 authorizes the provision of technical assistance to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, (for example, quasi-experimentation, sampling, instrumentation, and case study research) to specific issues of participatory testing, survey methodology, questionnaire development, and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the 21 projects funded in 1984 and 1985. A synthesis report was prepared on the six 1984 studies that evaluated the impact and effectiveness of educational services for children with learning disabilities served within the regular education environment.

	Title	Contractor and Contract Number	Contract Period and Amount
33.	**A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities**	**Mathematica Policy Research** **Princeton, NJ** **300-85-0190**	**9/1/85 - 5/31/86** **$331,189** **6/1/86 - 2/28/87** **$529,246** **3/1/87 - 11/30/87** **$283,564** **12/1/87 - 8/31/88** **$182,025** **9/1/88 - 2/28/89** **$ 79,971**
			Total: $1,405,995

Description: This project provided previously unavailable data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with disabilities, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights *Survey of Special Purpose Facilities* was conducted in 1978-79. The findings of this study were summarized in chapter 3 of the 1991 *Annual Report to Congress*.

	Title	Contractor and Contract Number	Contract Period and Amount
34.	**State/Federal Information Forum for Program Improvement**	**National Association of State Directors of Special Education (NASDSE)** **Alexandria, VA** **HS92015001**	**10/1/92 - 9/30/93** **$451,522** **10/1/93 - 9/30/94** **$473,453**

Project FORUM will assist OSEP in developing and implementing a plan for the identification of State and local educational agency information for program improvement; assist OSEP in developing and implementing a plan that will organize, synthesize, interpret, and integrate information for program improvement; facilitate the ongoing communication of program and policy information between OSEP and State and local educational agencies; assist OSEP and State and local administrators by conducting analyses of critical and emerging issues that can be utilized to support policy and implementation decisions; and promote and facilitate the use of information for program improvement at all levels.

APPENDIX D

SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

INTERNAL CONSTRUCT VALIDITY OF THE CONNECTICUT MASTERY TEST: SPECIAL EDUCATION APPLICATIONS

Connecticut State Department of Education
Division of Research and Teacher Assessment, FY 1988

The Connecticut Mastery Tests (CMT), a curriculum-based, criterion-referenced test in language arts, writing, and mathematics, is used to monitor the academic outcomes for students across the State by assessing skills that should be mastered by most students by the end of the third, fifth, and seventh grades. In order to determine the validity of using the test for special education populations as well as general education students, the Connecticut State Department of Education sought to establish the internal construct validity of the CMT for special education students with mild disabilities. By collecting test data on special education students, the SEA also established a baseline for assessing the future academic progress of special education students on the CMT.

All students in grades 4, 6, and 8 are required to take the CMT, with the exception of special education students who have been exempted by their Pupil Placement Teams. Data from previous test administrations indicate that 65 percent of the grade-eligible students in special education take the standard CMT.

Study Methods

Data on a total of 6,257 special education students and a sample of general education students who took the CMT in Fall 1989 were analyzed to assess the validity of the instrument for special education students with mild impairments. Of those special education students tested in 1989, 70 percent had learning impairments, 14 percent had emotional impairments, 13 percent had speech impairments, and 3 percent had other disabilities.

The research questions addressed by this study included:

1. Is there a floor or ceiling effect that limits the sensitivity of the CMT for testing special education students?
2. Is the CMT measuring the same performance dimensions for special education and general education test takers?
3. Do total test and object level performance characteristics of special education test takers vary by exceptionality? by LRE related variables? and
4. Do the characteristics of CMT items (e.g. difficulty, discrimination) vary based on the exceptionality of the students?

In order to address the study questions, project staff conducted a series of analyses comparing student performances and test characteristics of special education and general education students, at each grade level, for the mathematics, reading, and writing sections of the CMT. Total test scores, item characteristics, and item dimensionality were examined.

Results

The first set of analyses, which compared general and special education test takers on total test scores, showed no indication of a floor or ceiling effect on any subtest for either group of students. However, the score distributions for the two groups differed for grade 4, and grades 6 and 8. In grade 4, the special education score distributions mirrored those of the general education group, but at a lower performance level. In grades 6 and 8, the special education distributions were roughly normal while the distributions for the general education students were often negatively skewed.

The analysis of total test scores also indicated that, although significant differences in performance were found between special education and general education students, the magnitude of the differences at fourth grade were substantially less than the magnitude of the differences at the sixth and eighth grades. These results were mirrored in the analyses of mastered objectives. Special education students as a group performed significantly below general education students, and again the gap in performance was greater at the sixth and eighth grade level than at the fourth grade level.

The item characteristics of the CMT, including item difficulty and discrimination, were analyzed to identify discrepant patterns of performance between special and general education students. The item difficulty index is the proportion of students answering the item correctly; it describes the ease/difficulty of the item for a group of students. A comparison of item difficulty indices for special and general education groups revealed that a large percentage of items (31 to 92 percent) showed sizeable differences in difficulty for the two groups, indicating that many of the items on the test were more difficult for the special education population than for the general education students.

The item discrimination index is the correlation between the scores on the item and the scores on the test as a whole. High item discrimination indices reflect items that are measuring well what the test as a whole is measuring. Differences between item discrimination indices for the two groups were observed, although these were somewhat difficult to interpret. In general, very easy or very difficult items have low discrimination indices because there is little variability in the item scores. These items do not discriminate well between test takers of different abilities because nearly all students are getting them right (for easy items) or wrong (for difficult items). The significant differences between general education and special education students in item discrimination were explained largely by differences in the relative difficulty of the items for the two groups.

In the final set of analyses, linear factor analysis and item response theory were used to examine the dimensionality of the CMT. Project staff had little success in fitting the test data to a linear factor analysis, but were more successful with item response theory, which assumes non-linear relationships. In item response theory, it is assumed that the probability of a correct response to an item is related, in a non-linear way, to the ability of the test taker and the characteristics of the item. The curve given by the model is called the item characteristic curve. The fit between the item characteristics curves of the three parameter item response model and the CMT data was acceptable for both general and special education students. This suggests invariance of parameters, meaning the item parameters for the two populations of students should be the same.

Project staff also compared the item difficulty estimates for the two groups of students. For all subtests, there was a high correlation between the estimates for the special and general education students, suggesting that the same dimension was being measured and the items functioned in the same way for the two groups. The test characteristic curves and standard error functions for each subtest were also examined using a three parameter model. In all cases, the curves and error functions were almost identical for the two groups.

In summary:

- Analyses of the test score distribution of special education students revealed the absence of either a floor effect or ceiling effect at any grade level, indicating that the CMT yields measurements within a range appropriate for providing meaningful information about test performance.

- The item response theory analyses indicated that the three-parameter model fit the data for all subtests and for each grade. A high correlation was found between the estimates for the general and special education students, suggesting that the same dimension was being measured for the two student groups.

- The test characteristic curves and standard error functions of the two groups of students were also compared for each subtest. In all cases, the curves and standard error functions were almost identical, providing further evidence that the tests were addressing the same dimensions for both general and special education students.

Based on the results of these analyses, the researchers concluded that the Connecticut Mastery Test is a valid and reliable assessment tool for the special education students who took the test.

MEASURING STUDENT ATTITUDES AND ATTRIBUTES IN SPECIAL EDUCATION: A FEASIBILITY STUDY

Connecticut State Department of Education, FY 1990

This feasibility study was designed to develop a methodology for incorporating student attitudes and attributes of self-concept into the Statewide Evaluation of Special Education Services. The goals of the project were to:

- identify and define constructs related to student attitudes and attributes that are considered important features of, or important outcomes of, special education programs;
- build conceptual models that describe the role played by these constructs in special education programs and the relationships between these variables and academic outcomes;
- describe the desired outcomes on these constructs for students in special education programs; and
- make recommendations about measurement strategies, data collection procedures, and suitable evaluation questions for this project.

The Statewide Evaluation of Special Education Services will be a comprehensive assessment of how well students with disabilities are doing with regard to measurable outcome objectives. It will examine student participation in education programs, student academic competence, and graduate follow-up information, as well as student attitudes and attributes.

When the statewide assessment was outlined, special education teachers indicated that attitudes and attributes were essential outcomes for students with disabilities, both as preconditions to further learning, and as valuable outcomes in their own right. People have perceptions about their own competence, which, when examined holistically, are sometimes called self-esteem or self-concept. These perceptions are derived from experience and are influenced by the judgment of others. Attitudes and attributes related to competence influence students' willingness to work hard and to persist on difficult tasks. They also influence the choices students make regarding their overall response to class activities. As such, they are an integral part of the statewide assessment.

Study Procedures

A steering committee consisting of superintendents, principals, special education directors, special education teachers, and parents met once a month from December, 1990 through June 1991. At each meeting, project staff from the Connecticut State Department of Education presented information on a particular aspect of student attitudes and attributes, such as recent research on self-concept measures and attitudes and attributes identified in the Common Core of Learning. The committee discussed, revised, debated, and elaborated until a written document, representing their views on the subject, was developed. These efforts were designed to identify attitudes and attributes that are considered to be important features or outcomes of special education programs. They were seen as a next step toward developing a plan for measuring student attitudes and attributes as part of the statewide assessment.

Identifying Key Attitudes and Attributes

A series of attitudes and attributes identified in the Connecticut Common Core of Learning (CCL) served as a starting point for the steering committee. The CCL attitude and attribute constructs include positive self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, interpersonal relations, sense of community, and moral and ethical values.

In determining appropriate attitudes and attributes that indicate success in special education programming, the steering committee revised the CCL constructs and identified the following:

- Attitudes About Academic Competence - Students' perception/ judgment of their ability to perform academic tasks;

- Attitudes About Social Competence - Students' judgment of their ability to perform skills necessary to maintain interactions and relationships with adults and peers in a school setting. This includes perception of their ability to maintain behaviors necessary to function in a school setting;

- Attitudes About Social Integration - Students' perception of their participation in and acceptance as members of the school community. This includes participation in academic and social interactions both inside and outside the classroom; and

- Attitudes About Participation in Decision Making - Students' judgment of the nature of their participation in decisions that affect their educational programs or their access to educational resources.

During their deliberations, steering committee members determined that student attitudes and attributes on constructs such as social or academic competence could not be meaningfully disentangled. A review of research indicated that attitudes are favorable or unfavorable evaluative reactions toward something or someone, exhibited in one's beliefs, feelings, or intended behavior. An attribute refers to a trait or psychological property of an individual. In current research, student attitudes are used to make assumptions about underlying attributes that are not directly observed. Therefore, the steering committee decided to focus attention exclusively on student attitudes, with the presumption that attitudes of interest were more easily measurable than were their corresponding attributes, and that the one could serve as a indirect measure for the other.

While the attitudes identified by the steering committee on academic and social competence are applicable to general as well as special education programs, social integration and shared decision making are essentially special education indicators. They were added to the list of attitudes based on recognition among special educators that these were crucial legal and regulatory principles of the special education service delivery system.

Construction of Conceptual Models

While the steering committee was not able to construct a formal model to describe the role played by attitudes in special education programs and the relationships between attitudes and academic outcomes, several elements of the model were specified. The steering committee identified three primary sources of variance that contribute to student achievement in school: (1) important student attributes (e.g., ability, motivation, self-concept, social competence, family support); (2) school resources, including instructional variables (e.g., mission, curriculum, school climate, instructional resources); and (3) teachers (skills, training, and commitment). The model presumes that schools and teachers combine to act on students to produce desired outcomes.

With regard to the role of student attitudes in the model, the steering committee assumed that there were reciprocal relationships between self-judgments about academic and social competence and, respectively, level of academic achievement and level of social competence. The more one achieves, the more likely that one will feel academically competent, and vice versa. In academic programming decisions, direct measures of academic achievement may be preferable to data on student perceptions. However, because measures of actual social competence are rarely available, perceptions of social competence may serve as proxy measures for these student attributes.

The steering committee viewed attitudes on integration as crucial to social competence outcomes, since the underlying premise of integration is that students with opportunities to interact with non-disabled peers will develop greater social skills. In addition, these attitudes about social integration measure the success of the special education system in meeting least restrictive environment goals. This attitude construct speaks to school resources as they impact on student achievement.

Finally, attitudes about student and parent participation in decision making speak to the effectiveness of the IEP, and are consequently valuable in any special education evaluation. The value of the IEP is also a school resource impacting on student achievement.

Recommendations Regarding the Assessment

The steering committee made three sets of recommendations with regard to the future of the statewide assessment. First, committee members identified three areas appropriate for instrument development: student judgments of academic and social competence, social integration and involvement in educational decision making, and consumer satisfaction. Next, they recommended general guidelines for the evaluation to follow. These were: to minimize both intrusion on student instructional time and data collection burden on teachers and administrators, and to meet American Psychological Association basic requirements for valid, reliable, and ethical assessment. Finally, the steering committee delineated more specific recommendations to help shape the project, which included: developing an attitude assessment strategy that may be integrated with the main structural features of the Plan for Statewide Evaluation of Special Education Services; obtaining data for nondisabled students, whenever possible, for purposes of comparison; and ensuring that all data collection efforts are cost effective in use of fiscal and human resources.

A STUDY OF STUDENTS WHO HAVE EXITED SPECIAL EDUCATION IN KENTUCKY

Kentucky Department of Education, FY 1988

The Kentucky Department of Education, Office of Education for Exceptional Children, in collaboration with the University of Kentucky Survey Research Center, conducted a follow-up study of students who were enrolled in special education in Kentucky in 1982-83 to examine the relationship between secondary school experiences and postschool outcomes. Specifically, the study responded to the following questions:

1. What effect does placement in a special education program have on postsecondary outcomes for students with different disabilities?
2. What effect does participation in vocational education have on postsecondary outcomes of special education students?
3. What effect does community referenced instruction have on postsecondary outcomes of special education students?

The postsecondary outcomes that were examined included employment, marriage, socialization, group memberships, possession of a driver's license, and several economic indicators.

Data for the study were collected through review of student records and telephone interviews with either past students or a surrogate. A multistage sample of 21 districts and 1,917 students was developed. Districts were sampled with probability proportional to the size of the disabled student population so larger districts were more likely to be sampled. Within each sampled district, 76 former students were selected from the roster of those receiving secondary special education in 1982-83. In districts with fewer than 76 eligible students, all eligible students were selected. In addition, in the two large metropolitan districts, larger samples of students (434 and 99, respectively) were selected. Students with moderate and severe disabilities were oversampled to obtain sufficient information to make comparisons across groups based on severity of disability. Of the 1,917 students sampled, interview responses were obtained for 1,279 students.

The student record review was used to collect data on student's last known address and telephone number as well as demographic information such as gender, age, race, and disability.

Of the 1,279 respondents, 35 percent were categorized as having a learning disability, 31 percent had mild mental retardation, 29 percent had moderate or severe disabilities, and 5 percent had other mild disabilities. The median age for the group was 22.6 years, with ages ranging from 18 to 27. Sixty-six percent of the respondents reported having graduated from high school.

At the time of the interview, 58 percent of the respondents were employed. This was a somewhat higher figure than obtained in national studies of special education exiters. Of those employed, 81 percent were earning minimum wage or more. Students with learning disabilities were most likely to be employed (72 percent) while only 36 percent of students classified as having severe disabilities were employed.

In terms of socialization, 26 percent of the respondents indicated that they were married; 88 percent engaged in social activities; and 21 percent were members of a group. Students with mild disabilities were far more likely than students with more severe disabilities to have a driver's license, 80 percent for students with learning disabilities and other mild disabilities compared to 27 percent for students categorized as having severe disabilities.

In terms of financial independence, 28 percent of all respondents said they received financial support from their families. Again, this figure varied by severity of disability with only 17 percent of students with learning disabilities taking such support and 42 percent of students with severe disabilities receiving family financial assistance.

The study also compared the postsecondary outcomes for those students who participated in vocational education with those who did not. Overall, the employment outcomes of students who participated in vocational education were slightly better than for those students who did not. Interestingly, the data suggest that students with more severe disabilities benefit more from vocational education in terms of postschool employment than students with milder disabilities. For those respondents characterized as having severe disabilities, 51 percent who took vocational education classes in school were employed at the time of the survey compared to 27 percent of those who did not participate in vocational education.

The data also indicate that students who worked either during the school year or during the summer were more likely to be employed full-time at the time of the follow-up and were less likely to receive family financial support. However, it is impossible to determine if this difference is due to the skills acquired during school employment, or spurious student characteristics.

The author identified several other analyses of the data that merit attention:

1. compare postsecondary outcomes for students who dropped out versus those who completed school;
2. compare outcomes for students from different sized communities;
3. compare outcomes for students with mild disabilities to those without disabilities;
4. analyze the relationship between related services and postschool outcomes;

5. analyze outcomes for students based on length of time out of school;

6. examine the types of services and training received after leaving school and reasons for not accessing such services; and

7. examine the independent banking/financial management skills of students across disabilities.

A STUDY OF THE RELATIONSHIPS THAT EXIST AMONG SPECIAL EDUCATION STUDENT OUTCOMES AND THE RELATIONSHIPS BETWEEN SCHOOL SUSPENSION RATES AND PROGRAM EFFECTIVENESS: FEASIBILITY STUDY REPORT

New Hampshire State Department of Education, FY 1989

The Bureau of Special Education Services in New Hampshire conducted a feasibility study to further develop State and local capacities to evaluate the outcomes of special education services. The study was designed to examine methodological issues associated with conducting studies of student outcomes. The study objectives were:

1. To conduct a pilot study to determine for high school special education students: (a) absence, suspension, withdrawal rates, and grade performance; (b) whether absence, suspension, and withdrawal rates for learning disabled and emotionally handicapped students differ; (c) grade performance by subject and disability; (d) relationships between outcome variables; and (e) relationships at the school level between suspension rates and teacher perceptions of special education program delivery.

2. To verify: (a) the utility and validity of the methods used in collecting data; (b) the utility of resulting databases for conducting descriptive and relational studies; (c) the time and cost associated with obtaining data on program effectiveness; and (d) the feasibility of maintaining an ongoing database for future studies.

3. To utilize the results of the pilot study to refine and formulate additional research hypotheses for future studies of special education program effectiveness in New Hampshire.

Methods

The pilot study was conducted in 20 public high schools that previously volunteered to participate in the New Hampshire Special Education Program Improvement Partnership. The Partnership was designed to give local school districts and the State a systematic means of monitoring and evaluating the progress of special education programs and use these data for program improvement. Comparisons between participating districts (20) and non-participating districts (52) showed no significant differences.

Data for the pilot study were collected from existing school records for all special education students in the participating schools for the academic year 1988-89. Student level data included: absences, withdrawals, suspensions, and grades. In addition, descriptive information on grade level, gender, and type of disability was collected for students with disabilities. School level aggregate data for nondisabled students were collected on absences, enrollment, withdrawal, and suspensions. Special education teachers also completed a self-administered survey related to program effectiveness. Regular education teachers in participating schools had previously completed the survey of program effectiveness as part of their participation in the Partnership; these data were used in later analyses.

To determine the time requirements of accessing student outcome data, each data collector maintained a log of the amount of time needed to complete the data collection process in each school for each student outcome area. Prior to the on-site student record review, data were collected on each participating school's record keeping practices.

Findings: Objective 1

Absences

The pilot study found that the absence rate in 1988-89 for special education students in participating schools was 9.4 percent compared to 7.5 percent for the State as a whole. The rate for nondisabled students in participating schools was 11.3 percent. Among special education students, no significant differences were found for gender, grade level, educational setting, region, urbanicity, or type of disability.

Suspensions

In terms of suspension rates, the study found that in participating schools, 28 percent of students with disabilities were suspended at least once in the year. Females had significantly higher suspension rates than males (31 percent vs. 22 percent); more mainstreamed students were more likely to be suspended (29 percent vs. 21 percent); and students with disabilities in non-urban setting were more likely to be suspended than their urban peers (31 percent vs. 22 percent). Fewer regular education students (14 percent) in participating schools were suspended compared to special education students (28 percent).

Drop Out Rates

The 1988-89 dropout rate for participating students with disabilities was 8 percent compared to 5.5 percent for participating nondisabled students. Mainstreamed students with emotional handicaps dropped out at the highest rate of all subgroups, 14 percent. Students with disabilities in urban settings had significantly higher dropout rates than those in non-urban settings (10 percent vs. 6 percent).

Grades

The pilot study found that a high proportion of mainstreamed students with learning disabilities received at least one D or F in one or more subject areas, 65 percent. Male students with learning disabilities were more likely than females to have received a D or F. While 10th and 11th graders were more likely than 12th graders to have received a D or F. An even greater percentage of mainstreamed emotional students with disabilities received at least one D or F, 82 percent. Close to 65 percent received at least one D or F in English and in social studies, and over half in mathematics and science.

Relationships Between Variables

In terms of relationships between outcome variables, the pilot study findings indicated that high school special education students who dropped out were absent more frequently and were more likely to have been suspended than their counterparts who did not drop out. Students with disabilities who dropped out were also more likely than those who did not drop out to have received at least one failing grade.

No relationships were found between school-level special education suspension rates and regular education teachers' mean rating of effectiveness of programs.

Findings: Objective 2

The study demonstrated the utility of New Hampshire's SPEDIS system to provide data on students' primary and secondary disabilities, placement, number of hours per week in each setting, and entry/exit dates. These data may be useful in the future to generate a quantitative measure of mainstreaming.

The feasibility study also demonstrated that the procedures developed through the New Hampshire Special Education Program Improvement Partnership do facilitate the efficient and cost effective collection and compilation of special education outcome data. Data collection across the four outcome variables averaged 15 minutes per student for 1,348 special education students from 20 high schools that varied in their record keeping practices. Assuming that the data in the student records were accurate (this study did not address that issue), the time requirements for data collection are not excessive either for local monitoring or for statewide studies.

The study indicated that certain practices facilitate rapid data collection. The consistency with which schools maintained grade performance information in cumulative folders and standardization of enrollment, absence, and withdrawal data made data collection more efficient.

Suspension data were the most difficult to collect because records were not maintained in any uniform way. In some schools, the data are maintained indefinitely, while in others, the suspensions are changed to absences, erasing any evidence of a suspension. The researchers found that the most efficient method for maintaining suspension data is by student, not incident, and separate from other data.

The study indicated the need for further refinement of the teacher survey instrument to conceptually discriminate between school effectiveness and program effectiveness. Refinements are also required to increase the response rate for specific items on the teacher survey.

Findings: Objective 3

The feasibility study identified several other research questions that merit attention in future studies.

1. Is the degree to which students with learning disabilities and emotional disturbance are mainstreamed related to outcomes such as absence, suspension, or dropping out?

    A. Are students who are mainstreamed for a greater number of hours per week absent more frequently?

    B. Are students who are mainstreamed for a greater number of hours per week more likely to be suspended?

    C. Are students who are mainstreamed for a greater number of hours per week more likely to drop out?

2. Is the grade performance of mainstreamed students with learning disabilities and emotional disturbance related to the degree to which they are mainstreamed?

3. Are course-taking patterns of mainstreamed students with learning disabilities and emotional disturbance dependent on the degree to which they are mainstreamed?

4. Are absence rates of mainstreamed students with learning disabilities and emotional disturbance related to their regular education teachers' use of instructional practices which are considered indicative of program effectiveness?

5. Are suspension rates of mainstreamed students with learning disabilities and emotional disturbance related to their regular education teachers' perceptions of school climate indicators which are considered indicative of school effectiveness?

6. Are absence or suspension rates of mainstreamed students with learning disabilities and emotional disturbance related to the degree to which their regular education teacher reports positive relationships and support from special education staff?

AN EVALUATION OF THE UTAH MAINSTREAMING PROJECT

Utah State Office of Education, FY 1987

In 1985, the Utah State Office of Education received a Federal grant to provide in-service training to the staffs of selected pilot schools in effective instructional strategies for educating all students, including those with mild and moderate disabilities. Participating schools were to develop a single delivery system in which all students could learn. School administrators in the participating schools used the financial resources and technical support of the mainstreaming project to improve instruction for all students. They embraced the goals of the project by reinforcing the belief that all children can learn, identifying goals for their schools, establishing committees to undertake project responsibilities, and providing for staff development activities. The goal of the project was to successfully mainstream 85 percent of all resource students on a full-time basis.

In 1987, under the SAFES program, the SEA undertook an evaluation of the mainstreaming project to determine what strategies educators implemented to promote successful mainstreaming. Three broad study questions were addressed:

- What organizational structures and administrative procedures are characteristic of each mainstreaming project?
- What specific teaching behaviors and attitudes were displayed in each of the mainstreaming projects?
- What levels of academic performance and attitudes toward school did students exhibit?

Evaluation Methods

Seven elementary schools that had been in the mainstreaming project for three years participated in the evaluation. Classes from within the participating schools were selected, and equal numbers of mainstreamed and regular education students were selected from within those classes. Regular and special education teachers and paraprofessionals working in selected classrooms also participated. In total, data were collected from 35 regular education teachers, seven special educators, seven principals, 38 paraprofessionals, 77 mainstreamed students, and 81 regular education students. Data were collected over a 12-month period through surveys of school principals, special and general education teachers, students, and paraprofessionals; classroom observations; interviews with parents; and review of IEPs, student records, and standardized test scores.

Results of the Evaluation

Overall, the schools in the evaluation mainstreamed 83 percent of students with mild and moderate disabilities, just shy of the 85 percent target. The numbers of students referred for and placed in special education did not change over the course of the project, although some participants viewed this as a result of funding incentives rather than instructional needs.

The role of the special education teacher changed as a result of the mainstreaming project, with special educators providing less direct instruction and more consultation. Paraprofessionals also had a change in roles; they were used less for clerical duties and more for instruction, as was the intent. Special education teachers indicated that they believed better working relationships had developed between regular and special education teachers as a result of the mainstreaming project, and that through consultations, more and better services were being provided to the students. These teachers also believed that more information was available to them for determining instructional needs and for monitoring student progress.

Many of the regular education teachers felt that their teaching skills had been enhanced, and that they were more effective teachers as a result of the mainstreaming project and the in-service training associated with it. Some noted more adult time for the students due to the addition of paraprofessionals in their classrooms. Regular education teachers also saw the reduction in pull-outs as a program benefit.

The primary disadvantage that both regular and special education teachers cited was insufficient time to do everything required of them. Some regular education teachers also felt that students with disabilities and other at-risk students were holding back the progress of the class as a whole.

To examine the characteristics of students in the mainstreaming project, analyses were conducted to compare the academic and social skills of students with and without disabilities in participating classes. Mainstreamed and regular education students did not differ significantly on social variables measured, but did differ on standardized test scores, with nondisabled students scoring consistently higher than their peers with disabilities. However, less difference in achievement was observed between students with and without disabilities when using curriculum based assessments.

As noted, the mainstreaming project provided the direction and resources for successfully mainstreaming a high percentage of students who would typically have been served in resource settings. Based on analysis of the evaluation data, the schools that were most successful in mainstreaming students shared the following characteristics:

- Administrators who facilitated access to resources, had positive opinions about mainstreaming, established the committees necessary for project success, and were skilled in dealing with academic problems.

- Teachers who had sufficient experience, a mastery of effective teaching skills, satisfaction with their jobs, access to needed resources, and positive opinions toward mainstreaming.

- Paraprofessionals who had experience, and who spent most of their time in providing group rather than individualized instruction.

Based on the findings of the evaluation, the researchers make a series of recommendations for facilitating successful mainstreaming.

- Experienced teachers and paraprofessionals, rather than new college graduates, should be recruited when hiring new staff.

- Positive work environments with appropriate resources should be provided.

- Paraprofessionals should be used in direct instruction rather than in a clerical capacity.

- Suitable in-service training focusing on effective teaching skills and working with children with disabilities should be offered to all teachers and paraprofessionals.

In addition, the researchers made recommendations for ongoing evaluation of mainstreaming projects using curriculum based assessment for monitoring progress. They also recommended that preservice programs in regular and special education enhance the training in effective teaching skills provided to prospective teachers, and that funding for regular and special education in Utah should be evaluated with regard to overcoming financial incentives for identification of students with disabilities.

PREREFERRAL/REFERRAL IMPACT EVALUATION

Utah State Office of Education, FY 1989

In 1988, the Utah State Office of Education mandated that school officials employ academic and behavioral interventions prior to referring a child for formal assessment and possible placement in special education. The prereferral intervention mandate was based on the assumption that a majority of students' academic and social problems could be resolved by general education teachers using interventions available within the regular classroom.

The main purpose of this study was to evaluate whether Utah's prereferral mandate reduced the proportions of students served and newly placed in special education. The following groups of study questions were addressed.

- Relative to the prereferral mandate, did the total proportion of students served in special education decrease? Did the proportion of students with learning disabilities, behavior disorders, intellectual disabilities, or severe intellectual disabilities decrease?
- Relative to the prereferral mandate, did the total proportion of students newly placed in special education decrease? Did the proportion of students with learning disabilities, behavior disorders, or severe intellectual disabilities decrease?
- Relative to the prereferral mandate, was there a differential impact on the total proportion of students newly placed in special education, or the proportion of students with severe intellectual disabilities placed in special education, in elementary schools and in junior high schools?
- Relative to the prereferral mandate, was there a differential impact on the total proportion of students newly placed in special education, or the proportion of students with severe intellectual disabilities placed in special education, in rural and in urban high schools?
- What types of formal prereferral intervention procedures were available in schools and school districts, and what percentage of schools or classes implemented the available procedures?
- How effective were formal prereferral intervention procedures in maintaining students with difficulties in regular education?

- Of what type and how adequate were the prereferral intervention in-service training programs provided for teachers?
- How effective was the process of implementing prereferral interventions?

Study Methods

Data to address these study question were collected from three main sources. First, data were obtained from the State Department of Education's archival records on special education students served from 1978 to 1990 in each of the State's 40 school districts, by disability and by educational placement. Second, a sample was drawn of 12 school districts, stratified by urbanicity. A random sample of 67 elementary and junior high schools in these districts was then chosen, with the condition that at least one elementary school and one junior high school from each sampled district be included. Data were obtained from these schools' records on the numbers of students referred to and placed in special education over a five-year period. Third, principals, special education administrators, and a randomly selected sample of teachers in the sampled schools, were surveyed regarding the presence and use of prereferral procedures.

To serve as a control, data were also collected on the proportion of students with severe intellectual disabilities served in special education. The researchers hypothesized that while the proportion of students with mild disabilities might be impacted by the prereferral mandate, the proportion of severely disabled students should be unaffected, and, therefore should remain constant over time.

An interrupted time-series design, employing a non-equivalent control variable, was employed to assess the effect of the prereferral mandate. In addition, a multiple group time series design was used to study the differential effect of the prereferral mandate across groups.

Results

Contrary to expectations, the study found that Utah's prereferral mandate, as implemented, did not impact the proportions of students served and newly referred to special education. Study results also indicated that the mandate did not differentially affect the proportion of students served in self-contained and resource room settings, elementary and junior high schools, and rural and urban schools. As expected, the proportions of students served and newly referred to special education as severely intellectually disabled remained constant.

Results of the surveys of principals, teachers, and special education administrators indicated a lack of availability of several standard prereferral intervention procedures. However, the schools and districts did seem to implement the prereferral procedures they did have. In addition, although these study results present evidence to the contrary, respondents felt that the prereferral procedures were effective in reducing the proportion of students referred for special education assessment.

The study also found that in-service training for use of prereferral procedures was not widely available; ratings of the training sessions were also quite variable. Overall, building principals and special education teachers agreed that the prereferral process should be maintained, while special education administrators were undecided as to whether it should be continued.

LINKING COSTS TO MULTIATTRIBUTE OUTCOMES IN SPECIAL EDUCATION

The Minnesota Department of Education, FY 1990

This study was designed to examine the program costs and outcomes of special education for students with moderate to severe mental disabilities under three different administrative structures used in Minnesota to deliver special education services: an independent school district, an intermediate school district (representing consortia of independent districts offering services to students with low incidence disabilities), and a special education cooperative (representing small to medium independent districts sharing delivery of special education services). The main focus of the study was on estimating the relative efficiency of the three alternative administrative structures in serving students with moderate to severe mental disabilities. Two products resulting from the study include a cost accounting framework for district level cost analysis, and an evaluation framework for assessing the outcomes resulting from delivery of the special education services through the use of a stakeholder group.

Study Methods

Three districts from the Minneapolis/St. Paul area were selected for study participation. Each of the selected districts represents one of the three administrative structures of interest. Because the intermediate and cooperative districts provide their services conjunctively with their independent member districts, the intermediate and cooperative districts were examined along with one of their respective member districts. Consequently, five districts in all participated in the study: one urban independent district, one intermediate district, one of the intermediate district's independent member districts, one cooperative, and one of the cooperative's independent member districts.

To address the cost issues raised by the study, a cost accounting framework was designed to assess the direct resource requirements for each district and its special education services, and a method was developed for translating these requirements into cost estimates. A modified resource components approach was used that focuses on the type and amount of resources used in delivering services, rather than on the budget categories or expenditure records of the district.

To address the outcomes area, criteria and measurable attributes for determining the outcomes of a special education program for students with moderate to severe mental disabilities were identified using multiattribute utility analysis (MAU). MAU is a highly structured group decision making process involving stakeholders. The stakeholders identified four basic criteria for assessing the effectiveness of special education programs for students with moderate to severe mental disabilities: student participation in school life; satisfaction with the program as expressed by students, parents, teachers, and the public; accomplishments of the program; and characteristics relative to the progress of the program. To measure the extent to which the identified criteria and attributes were present in the study sites, data were collected on a sample of students with moderate to severe mental disabilities using school district records. A postschool follow-up was also conducted to obtain outcome data on participating students. Finally, parents, teachers, and community service agency representatives were surveyed regarding the special education programs.

Study Findings

Study findings suggest that costs do not appear to be strongly influenced by the type of administrative structure for most program areas, but are influenced by other factors, such as differences in teacher salaries and teacher tenure. For example, average teacher salaries in the urban independent district were over 25 percent higher than in any of the other districts. Independent of costs, the intermediate district's program for students with moderate and severe mental disabilities was found to be most effective, with the independent urban district's program the least effective, according to the multiattribute outcomes identified by the stakeholder group. The findings indicate that the intermediate and special education cooperative districts were about twice as cost effective as the urban independent district model. Average costs were generally lower and average measures of effectiveness were generally higher for the two multidistrict models.

Study Limitations

A number of issues limit the generalizability and utility of study findings. First, because the selection of participating districts was limited to the metropolitan area of Minneapolis and St. Paul and the sample was not selected to be representative of other types of districts being served by the alternative administrative structures (e.g., rural districts), the likely resulting sample bias limits the generalizability of the findings to other regions of the State and to the nation. Second, the evaluation was limited to only one of 15 different programs being offered among study sites--services provided to students with moderate to severe mental disabilities--and may not generalize to services and programs provided to students with other low-incidence disabilities, or to students with any other disabilities. Third, the three administrative structures studied serve very different needs and functions within the total special education system in Minnesota. One must be cautioned not to make decisions about these models based on cost alone. Fourth, the individuals selected for the stakeholder groups may not be representative of all stakeholders, and the identification of attributes may also not be representative.

Finally, it should be noted that Federal and State program regulations are designed to ensure that decisions about an individual's special education services are based on the needs of the student. The least restrictive environment must also be considered in the decision. Administrators are not at liberty to overrule the decisions because of cost.

APPENDIX E

ABSTRACTS OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

State Agency/Federal Evaluation Studies
Programs Funded in FY 91

ARIZONA DEPARTMENT OF EDUCATION

"Arizona Follow-Along Project"

Project Director: Laura Love

Cost: Federal Share = $174,998

Agency Share = $ 72,038

Total = $247,036

Project Period: November 1, 1991 to October 30, 1993

Abstract:

The Arizona Department of Education intends establishing a system to collect and utilize, at both the State and local levels, student follow-along data to evaluate educational services and postschool outcomes.

The project's first goal is to implement the data collection system and collect data describing the postschool adjustment of school leavers with disabilities. Included in the sample of school-leavers will be completers and dropouts from all disability groups. Data will be collected during the last year of high school and during the first year following school. The data, collected by computer-assisted telephone interviews with students and parents, will address a range of issues: student and family characteristics, school services needed and received, school achievement, quality of life while in school, postschool services needed and received, and quality of life out of school. Data will also be collected from the student's primary special education teacher through a self-administered questionnaire.

The project's second goal is to implement a system for utilizing follow-along information at the State and local levels to achieve improvements in programs and policies serving students and young adults with disabilities. The project will be providing data to State level planners and needs assessors for use in policy development and program design.

The project's third goal is to provide technical assistance to State and local staff to use the data to examine policies and programs. Included in this goal is the identification of resources to maintain follow-along studies in Arizona once this federally-funded project ends.

COLORADO DEPARTMENT OF EDUCATION

"Feasibility Study: Effectiveness Indicators of Collaborative Efforts in Special-General Education Co-Teaching Situations"

Project Director: Lois Adams

Cost: Federal Share = $49,504

Agency Share = $31,792

Total = $81,296

Project Period: December 15, 1991 to June 14, 1993

Abstract:

Collaboration between special education and general education is an important element of educational reform in the nation and in Colorado. Information from Colorado schools shows that many special education teachers are working together--co-teaching--with general education teachers in the same classroom. There is, however, little information about how collaboration works and how it impacts students and teachers.

The purpose of this feasibility study is to better understand and improve co-teaching. The study's goals are to develop a co-teaching model, and to identify important attributes, and to develop tentative evaluation instruments to use with individuals, districts, States, and at the national level. Additionally, the project will provide a basic methodology which may be useful in evaluating other collaborative endeavors such as staffing teams, child study teams, and consultation.

The study's aims are to develop a framework and tools to:

- systematically study co-teaching efforts;
- assess how well a particular collaborative relationship (co-teaching) is working;
- provide feedback to people in collaborative relationships to improve their performance; and
- assess the effect of co-teaching relationships on students with disabilities.

A four phase research method will be used: developing a conceptual framework and designing of initial instrumentation; collecting data on important aspects associated with co-teaching; developing instruments, collecting data and feedback from participants, analyzing the data, and writing reports; and field testing and revising instruments, and writing articles for dissemination and internal use.

The following products will be developed:

1. A model of co-teaching describing its successful elements;
2. An instrument for evaluating these elements;
3. Descriptions of alternative co-teaching arrangements;
4. Recommendations for SEA and LEA audiences about establishing and maintaining co-teaching relationships; and
5. Suggestions of methods and tools to conduct large scale studies of the effect of co-teaching on students with disabilities.

COLORADO DEPARTMENT OF EDUCATION

"Effectiveness of Needs Based Programming on Students with Serious Emotional Disturbance"

Project Director: Kay Cessna

Cost: Federal Share = $106,972

Agency Share = $ 77,252

Total = $184,224

Project Period: October 1, 1991 - September 30, 1993

Abstract:

The Colorado State Department of Education (CDE) will evaluate the effectiveness of needs based programming on children with serious emotional disturbance (SED) throughout the State. Needs based programming is a model developed by the CDE for programming for students with SED, and is based upon six general principles:

1. Special education is more a planning process than it is a program.
2. It is more important to identify the needs of children with disabilities than it is to identify specific disabilities.
3. The identification of characteristics of services necessary to meet the needs of the child is what is important, not the development of the characteristics of programs established to service groups of children.
4. If grouping children with disabilities is important, it should be done on the basis of common needs rather than on similarity of disability.
5. Needs are similar by virtue of their intensity or by functioning area rather than by disability.
6. Building-based programs are an essential element of delivery systems.

This general program for children with SED contains six specific elements: environmental management, behavior management, academics, career/life skills/transitions, affective education and counseling. Over the past decade, CDE has assisted local administrative units in the implementation of the needs-based model. Nevertheless, recent monitoring data indicates that despite these efforts, outcomes for students with SED continue to be weak and problematic.

Instead of looking for a new approach, CDE has proposed to examine why the current model has not produced the desired student outcomes. The project will be comprised of three related studies, each of which addresses a separate research question. Data for the various studies will be collected by observation, interviews, and document and literature reviews. This data will then be used to develop an instrument to determine degree of implementation. Using this instrument, Study 1 will assess how well the needs-based programming model has been implemented for children with SED. Study 2 will assess whether programs with a high implementation score produce superior outcomes for children with SED when compared to those with low implementation scores. Study 3 will examine the effect of the addition of functional outcome analysis and instructional themes on the programming for children with SED.

The project will explore the additional factors of training, monitoring and delivery models that might affect the fidelity of implementation of good practices. Interactions between administrative unit organizations, presenting problem behaviors and integration of services will also be investigated.

Data will be collected from a sample of programs that represents approximately 5 percent (450) of the students with SED in Colorado. The sample will reflect all program types available throughout the State as well as the different types of problems exhibited by the children and youth who are currently being served.

CONNECTICUT DEPARTMENT OF EDUCATION

"Assessment of Attitudes and Attributes for Special Education Students in Connecticut: Instrument Development: A Feasibility Study"

Project Directors: Peter Behuniak and Thomas Gillung

Cost: Federal Share = $ 72,000

Agency Share = $115,453

Total = $187,453

Project Period: October 1, 1991 to September 30, 1992

Abstract:

The Connecticut State Department of Education has undertaken the development and implementation of a statewide evaluation of special education services. One component of this evaluation is the assessment of student attitudes and attributes. Under an earlier cooperative agreement, a steering committee of special educators identified the attitudes and attributes to be assessed, and developed guidelines for their assessment.

This project's goal is to develop, and then test, an assessment instrument using the steering committee's guidelines. An assessment will also be made of its validity and reliability.

A Likert type scale will be developed to assess student attitudes on four constructs:

1. Academic competence;
2. Social competence;
3. Social integration; and
4. Shared decision making.

Researchers will explore the extent to which these constructs can be operationalized in a survey format. This will require an analysis of the items on each scale, and an assessment of the interrelationships among the scales. The goal of the instrument is to successfully identify/assess critical attitudes while using the least number of items and/or scales, thereby reducing burden on respondents and costs of statewide implementation.

MICHIGAN DEPARTMENT OF EDUCATION

"Using Exit Performance Assessments to Follow Along Students and Improve Programs"

Project Director: Lucian Parshall

Cost: Federal Share = $198,048

Agency Share = $153,550

Total = $351,598

Project Period: December 1, 1991 to November 30, 1993

Abstract:

The goal of the Michigan project is to develop a functionally based outcomes curriculum for students in special education. Through a process of consensus building involving teachers, administrators, representatives from adult service agencies, consumers groups, and other organizations, outcomes are being defined for students across 12 disabilities. Currently, they have been defined for vision, hearing, severe mental impairment, emotional impairment, educable mental impairment, speech and language impairment, learning disability and autism. The remaining five categories are still in process.

This project is part of a seven-year effort to improve Michigan's special education services and to demonstrate their unique benefits to students with disabilities through outcome-based education. This is a cooperative effort between the Michigan Department of Education, Special Education Services (SES), and the Center for Quality Special Education. The main goal is to extend outcome-based approaches to the delivery of special education services across the State. To carry this out, three subgoals have been identified:

1. To use outcome measures of student performance and to validate program improvement;

2. To develop a statewide "Report Card" on outcomes across four educational levels and five disability areas; and

3. To evaluate the extent to which the Outcomes Guides and Assessment Strategies have been implemented statewide.

For the first goal, data will be collected on how the programs and IEPs of 226 students with learning and emotional disabilities, who completed exit assessments, were modified. Variables to be examined include annual IEP goals and objectives, programs and services noted on IEPs, placement options and decisions, student performance data, and postschool adjustment.

For the second goal, the progress of students at the early elementary, late elementary, middle school, and high school levels will be reported. This report will focus on children with emotional, cognitive, speech and language, visual, and hearing disabilities. The performance Checklists previously developed will be used to collect this data.

For the third goal, 3,000 Michigan teachers who received outcome training will be surveyed to determine its effect and to identify areas where further training and support may be needed.

MICHIGAN DEPARTMENT OF EDUCATION

"A Utilization-Focused Evaluation of the Resources and Barriers to Implementation of Public Law 99-457, Part H in Michigan"

Project Director: Jacquelyn Thompson

Cost: Federal Share = $164,099.00
Agency Share = $ 93,757.50
Total = $257,856.50

Project Period: January 1, 1992 - December 31, 1993

Abstract:

The Michigan Department of Education, Early Childhood Education and Parenting Office, in conjunction with the Merrill-Palmer Institute of Wayne State University, will evaluate the barriers to full implementation of Part H of the Individuals with Disabilities Education Act in Michigan and recommend alternative strategies for overcoming these barriers. As a birth entitlement State, Michigan may not face the same type or level of barriers to implementing Part H as do States without a pre-existing network of services. However, since the emphasis on family-centered intervention and interagency collaboration represents a dramatic change in orientation from how service delivery for early intervention was previously carried out in the State, Michigan has faced and continues to face somewhat different issues in attempting to effect a major shift in perspective in an already existing system of service delivery.

Three central questions will be addressed in the study: (1) What are the barriers to the implementation of an optimal system of early intervention services in the State of Michigan? (2) What options or alternatives exist for overcoming these barriers? (3) Which strategies would be most effective for implementing these options or alternatives?

The evaluation will take a utilization-focused approach that actively involves "stakeholder" groups comprised of local and State government personnel, local service providers, and parents. The project will occur in four phases, sequentially building on outcomes from the earlier phases. In Phase 1, a core user advisory group of State and local policy makers, service providers, and parents will be convened to refine the evaluation strategy and assist in the design of a mail survey. Phase II will involve distribution of this survey, which will collect information from involved professionals and parents from intermediate school districts and associated Local Interagency Coordinating Councils (LICCs) on views of availability of resources and perceptions of barriers to optimal service delivery. In Phase III, several different and smaller stakeholder groups will meet to focus on specific barriers and identify possible solutions. The fourth or final phase of the evaluation will involve members of the original core advisory group meeting with the State policy makers to devise methods for overcoming barriers and making maximal use of resources.

The project is designed to provide policy makers, service providers, and parents of infants and toddlers with disabilities, with information needed to make programs more effective. It will document the obstacles to effective interdisciplinary activity and evaluate their impact on service systems and on children and families. It will also identify areas of congruence and incongruence in different group's perceptions of barriers to service delivery. This information will be used in devising practical strategies for addressing these barriers and making maximal uses of resources at both the local and State levels.

OREGON DEPARTMENT OF EDUCATION

"Evaluation of State Supported Education Plan and Local Systems Change: A Feasibility Study"

Project Director: Patricia Jackson

Cost: Federal Share = $ 68,262

Agency Share = $ 39,587

Total = $107,849

Project Period: October 1, 1991 - September 30, 1992

Abstract:

The Oregon Comprehensive Program Plan for Supported Education requires that local educational agencies (LEAs) support the full integration of students with disabilities in general education. As part of the plan, ODE is required to systematically evaluate the success of school integration. The proposed feasibility study will pilot test an evaluation of the ODE's Comprehensive Program Plan for Supported Education. It will assist the ODE to describe and analyze the plan's effect on LEA policy, service delivery systems, participant attitudes and student outcomes. The study will also assist participating LEAs to identify barriers to supported education and to develop strategies to overcome these barriers.

The pilot study will be conducted in two school districts, each one at a different stage in implementing the plan. Participating in the study will be students with and without disabilities, the superintendent, the special education director, the special education coordinator, building principals, general and special education teachers, related services personnel, and parents. A number of different evaluation instruments will be revised and validated during the study.

A report will be written at the end of the study describing the findings and discussing the feasibility of a full evaluation of the Comprehensive Plan. The feasibility statement will discuss sampling methodology; appropriateness of the instruments and strategies used to collect and analyze data; the cost and political feasibility of a broader study; and a statement about its usefulness to the ODE, and to school districts.

UTAH OFFICE OF EDUCATION

"Prereferral Impact: Process and Intervention Evaluation"

Project Director: Kenton Reavis

Cost: Federal Share = $163,773

Agency Share = $100,385

Total = $264,158

Project Period: October 1, 1991 to March 31, 1993

Abstract:

The Utah State Office of Education and the Center for Persons with Disabilities at the Utah State University will evaluate the implementation and impact of the State mandated prereferral system. This study builds upon another recently completed study, funded by OSEP under the State Agency/Federal Evaluations Studies (SAFES) Program. This earlier study examined the impact of mandated prereferral on the number and proportion of students referred to and/or placed in special education. This current study will evaluate both the implementation and impact of this prereferral mandate by examining how regular education teachers use the process.

Information will be collected from approximately 200 elementary school teachers in regular education on the availability of in-service training, their use of prereferral procedures, and their perceptions of the prereferral intervention process. Also, to examine how this process affects student placement, data will be collected on use of prereferral procedures with difficult to teach students, some of whom were referred for special education evaluation, and others of whom were not.

The study is being conducted to determine if the:

1. Characteristics of a student and/or the severity of their problems influences placement following the prereferral intervention process.
2. Degree of a student's and/or parent's participation in the process is associated with a student's placement following the prereferral intervention process.

3. Degree of assistance received by the regular education teacher from other school or outside personnel is associated with a student's placement following the prereferral intervention process.

4. Type(s) of interventions used and/or the appropriate implementation of these interventions is associated with a student's placement following the prereferral intervention process.

5. Availability of in-service training in prereferral intervention is associated with a student's placement following the pe-referral intervention process.

6. Teacher's perception of the effectiveness of the prereferral intervention process is associated with a student's placement following the prereferral intervention process.

The information collected will be used to (1) clarify and refine the State referral mandate, (2) develop preservice and in-service training programs, and (3) improve the ability of teachers to resolve student problems in the regular education system.

VIRGINIA DEPARTMENT OF EDUCATION

"Special Education Program Standards Study of Class Size and Combining Students with Various Disabilities"

Project Director: Patricia Abrams

Cost: Federal Share = $172,415

Agency Share = $115,093

Total = $287,508

Project Period: December 1, 1991 to August 31, 1993

Abstract:

This study is a cooperative effort between the Virginia Department of Education and the U.S. Office of Special Education. With the assistance of research and evaluation teams at Virginia Tech's Institute for the Study of Exceptionalities and University of Virginia's Evaluation Research Center, the project activities will evaluate the effect on administrators, teachers, students with disabilities and their parents, of deviations from the Virginia Special Education Program Standards for class size, and mix (variations in the adult-to-student ratio and combining students with various disabilities).

The study seeks to describe and analyze: (1) variations in how the standard is being applied, and (2) how these variations affect teacher activities, IEP content, student outcomes, and stakeholder perceptions. The study has two phases. During the first phase, information will be collected from six local sites using observation, document reviews, and interviews. Of the sites selected, half will be implementing the standards, and the others will be using variations. In Phase 2, data from Phase 1 will be expanded to a multi-source and statewide survey, the purpose of which is to confirm and extend the findings of Phase 1. Additionally, focus groups and stakeholders' meetings will be held to integrate the information gathered during Phases 1 and 2, and to recommend ways to use the findings for special education program policies for implementation in 1994.

One important aspect of the study is the early and continued involvement of the stakeholders to ensure the validity and usefulness of the information gathered. Stakeholders include, representatives from the Virginia State Special Education Advisory Committee; the principals, special, regular, and vocational education teachers; parents; students; as well as Virginia Department of Education staff.

State Agency/Federal Evaluation Studies
Programs Funded in FY 92

DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION AND THE OHIO VALLEY EDUCATIONAL CONSORTIUM (KENTUCKY)

"Project PASS*PORT"

Project Director: Vaughn K. Lauer

Cost: Federal Share = $149,031

Agency Share = $183,381

Total = $332,412

Project Period: October 1992 to May 1994

Abstract:

Monitoring of IEPs has resulted in increased compliance with State and Federal regulations. Compliance with procedural regulations, however, does not assure that students achieve short-term goals and objectives or long-term valued outcomes. Moreover, the relationship among IEP content, children's needs and classroom instruction is unclear. If IEPs are to become tools of outcome assessment and accountability, they need to direct activities other than compliance with procedural regulations; that is, they should guide instruction and result in students' achievement of valued outcomes. The purpose of this study is to determine the feasibility of establishing a relationship among State and nationally identified outcome measures and IEPs so that IEPs may be used to direct student achievement of valued outcomes.

To redirect how IEPs are used will necessitate that IEPs have objectives related to valued outcomes and that measures of student achievement of these valued outcomes exist. The Performance Assessment for Self-Sufficiency (PASS) was developed by the American Institutes for Research for the Office of Special Education Programs (OSEP) to assess the functional skills and behaviors of students with disabilities who are exiting the educational system. An expert system is under development that will predict the services these students will need after they leave school. PASS may be useful to assess educational outcomes for students with disabilities if the outcomes measured correspond to valued outcomes at the national, State, or local level. The National Center for Educational Outcomes (NCEO), another OSEP sponsored project, has developed a model of educational outcomes for students with disabilities that specifies enabling outcomes (presence/participation; accommodation/adaptation/compensation) and educational outcomes (literacy, satisfaction, contribution/citizenship, physical/mental health, independence/responsibility, and social/behavioral skills).

Kentucky developed a set of valued outcomes under the Kentucky Education Reform Act (KERA); student IEPs are to address these outcomes. Delaware does not have a set of valued outcomes but rather a system for collecting data on special education outcomes, the Special Education Effectiveness Development System (SEEDS).

Three major questions will be addressed:

1. Is it feasible to establish a correspondence among the NCEO model, the PASS instrument, and outcome measures commonly used in Delaware and Kentucky?

2. Is it feasible to obtain PASS data from existing student records, namely IEPs?

3. Is it feasible to link IEP components, student demographics, and PASS items to State and national outcomes?

Both States will involve stakeholders in crosswalking the NCEO outcomes, the State outcomes/measures, and the PASS instrument; the stakeholders will also be involved in assessing the relationship between IEPs and the dimensions resulting from the crosswalking of the national and State outcomes and the PASS instrument. Teachers will be trained in using Project PASS. IEPs developed after the training will be assessed to determine the feasibility of linking IEPs to outcomes.

HAWAII DEPARTMENT OF HEALTH

"A Feasibility Study for an Evaluation of Part H Outcomes"

Project Director: Jean Johnson

Cost: Federal Share = $50,000

Agency Share = $33,3333

Total = $83,333

Project Period: January 1, 1993 to October 31, 1993

Abstract:

The first goal of America 2000 is that all children should start school ready to learn. This study seeks to address this goal by determining the feasibility of examining educational outcomes for children served with Part H funds. More particularly, it will assess the feasibility of evaluating the effectiveness of services provided to three groups of young Hawaiian children--those who are developmentally delayed, biologically at risk, and environmentally at risk--after they leave the Part H programs and before they enter school.

For comparative purposes, Hawaii is a particularly interesting State for a Part H study because it has the most inclusive definition of environmental risk of any State, and offers a broad array of services for environmentally at-risk children, who constitute the great majority of Part H eligible children in the State. Hawaii also maintains a computerized tracking system which follows children through early intervention and records transition and referral information.

This study will begin to address the question of what happens to children who age out of Part H. Of 59,000 children in Hawaii age zero to three, 2,800 are served under Part H. Twenty-two percent of children exiting Part H programs are referred to Part B programs. How many of these actually enroll in Part B is currently unknown, while even less information exists about receipt of services by, and educational and developmental outcomes for, the remaining 78 percent. However, determining how best to follow these children after they leave Part H requires more information than is presently available to the State concerning which data already exist, and in what form, across agency recordkeeping systems.

The goals of this feasibility study are to:

1. Determine, for each of the three Part H populations, the best way to follow children after they leave Part H;

2. Estimate the feasibility and costs of identifying services and developmental and/or educational outcomes for children after they exit Part H programs;

3. Estimate the expense of measuring developmental outcomes if these are not available;

4. Assess the possible barriers to the full evaluation project, design ways to minimize them, and estimate the probability of success in obtaining needed information for the evaluation; and

5. Develop the design for a full evaluation if adequate information has been generated.

The following activities will be conducted: literature and multi-agency records review; facilitation of interagency collaboration; devising a strategy to measure outcomes; developing a data collection and analysis plan; and conducting a pilot study.

MAINE DEPARTMENT OF EDUCATION

"Kids in the Middle: A Study of the Status of Children Aged 11-15, Diagnosed as Seriously Emotionally Disturbed"

Project Director: Susan D. Mackey-Andrews

Cost: Federal Share = $127,524

Agency Share = $115,347

Total = $242,871

Project Period: January 1, 1993 to December 31, 1994

Abstract:

Pressures to reform the nation's schools embodied in initiatives such as the National Education Goals, combined with provisions for greater inclusion of students with disabilities in regular educational settings contained in such measures as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Act (IDEA), has focused particular attention on students diagnosed with seriously emotional disturbance (SED). Nationally, during the 1989-90 school year, 52 percent of children reported with SED were concentrated in the 11-15 year old age group. Although even more likely than their peers with other disabilities to drop out of school, these adolescents can be as much as 10 times more expensive to educate than the average student. As a group, they were also more likely to be affected by poverty and neglect, adolescent pregnancy and drug use, and to be involved with the juvenile justice system.

The Maine Department of Education, in collaboration with the University of Maine at Orono, will conduct a study aimed at better understanding this key population. The proposed study will address the following questions about the State's student population of middle school age with serious emotional disturbance, between 11 and 15 years old:

1. What the characteristics of students with SED in Maine in terms of: age at identification, gender, years in special education, educational placement, exit status, rate of GED receipt, reclassification to/from another disability, socioeconomic status, and district of residence?

2. What are the factors associated with varying identification rates for SED in Maine?

    a. Are eligibility criteria for SED being applied uniformly in the State. If not, do criteria correlate with the rate of SED identification?

   - b. Does the availability of specialized diagnostic or treatment resources correlate with the rate of identification of SED?

   - c. What are the characteristics of the middle school model and to what extent does the presence of middle school features correlate with the rate of identification for SED?

   - d. To what extent is the use of student assistance teams (SATs) correlated with the rate of identification of SED students?

   - e. To what extent does district poverty correlate with the SED identification rate?

3. Among those factors associated with varying identification rates of SED, which are seen by local staff as most critical, and why?

4. How do schools/districts differentiate behaviors associated with emerging development from deviational behaviors associated with SED?

5. What needs, met or unmet, do parents of children 11-15 with SED have, in relation to the identification and special education process?

To answer these questions, a literature review will be performed, existing data will be obtained from the Maine Department of Education and from student records, and selected interviews will be conducted. Student specific information for students with SED served through Part B, IDEA, and Chapter 1 will be collected on age, placement (residential treatment facilities or similar special facilities) and exit status.

MARYLAND DEPARTMENT OF EDUCATION

"Services for Outcomes and Performance Assessment for Disabled Students"

Project Director: John Haigh

Cost: Federal Share = $167,923

Agency Share = $ 61,346

Total = $229,269

Project Period: October 1, 1992 to September 30, 1994

Abstract:

America 2000 focused the nation's attention on the need to change our approach to education. Six goals and four strategies were identified to improve the quality of education, including the need to better evaluate student progress. In response to this, the Maryland State Department of Education (MSDE) and the University of Maryland will conduct a study to identify educational outcomes and develop assessment devices for Maryland students with disabilities who have been exempt from the types of assessments given to students in general education.

The study's twin goals are to identify a viable set of educational outcomes for these students and to develop standards and procedures which the State can use to measure the effectiveness of the special education programs. The study will address the following questions:

1. What are the desired educational outcomes for the target students, who, due to their educational program, are exempted from the Maryland School Performance Assessment Program?
2. What are the indicators of those outcomes and how can they be validly and reliably measured at different points in time to draw comparisons and judgements about programs?
3. What resources and procedures are needed to support implementation of the assessment system by LEAs?

The assessment strategy will be dynamic and address an array of student performance attributes. To ensure that the resulting strategy is reliable, valid, and efficient, a task force comprising master teachers from urban, suburban, and rural schools, along with project personnel from the University of Maryland and MSDE, will provide input.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

"Determining the Utility of Using Special Education Student Outcome Profiles to Evaluate the Effectiveness and Impact of Special Education Services"

Project Director: Jane Weissmann

Cost: Federal Share = $49,858

Agency Share = $32,223

Total = $82,081

Project Period: October 1, 1992 to September 30, 1993

Abstract:

Since the passage of the Individuals with Disabilities Act (IDEA) and the America 2000 initiatives, there has been a growing awareness of the need for State and local education agencies to demonstrate the effectiveness of their educational programs. Few States, though, have developed the ability to track, use, and report student outcomes. Over the past year, New Hampshire and the Center for Resource Management have developed a data base containing most of the information necessary to monitor student progress. The goal of this current project is to study the viability of using this data base to monitor the performance of special education students.

The project's objectives are to:

- Conduct pilot studies in two high schools and four elementary schools to determine how special education student outcome profiles can be used to evaluate the effectiveness and impact of special education services; and
- Identify the types of decisions that can be made to improve programs and services for students through the use of special education student outcome profiles.

The data base includes outcomes drawn from the literature and considered important in measuring a program's overall effectiveness, including: attendance rates, discipline/suspension rates, course participation, extracurricular participation, criterion-referenced measures, grades or other indicators of mastery in courses/core learning areas, test scores, personal development assessment results, and drop-out rates. These data formed the basis of a profile for each special education student by grade level, gender, disability, program placement, hours of service per week, related service, previous school attended, prior retention, participation in early intervention programs, and other nonspecial education programs.

To evaluate the use of the data base in examining the effectiveness of special education programs at the local level, and to make decisions about program improvements, pilot studies are being conducted and meetings will be held with administrators to refine program evaluation questions that can be addressed through the special education outcome profiles.

NORTH CAROLINA DEPARTMENT OF HUMAN RESOURCES

"An Evaluation of Family-Centered Coordinated Part H Services in North Carolina"

Project Director: Pat Vandiviere

Cost: Federal Share = $213,247

Agency Share = $145,644

Total = $358,891

Project Period: October 1, 1992 to September 30, 1994

Abstract:

Part H of the Individuals with Disabilities Act (IDEA) requires that all intervention services provided to at-risk infants and toddlers be family-centered and coordinated across disciplines and agencies. North Carolina, as part of its continued support for and participation in Part H of IDEA, is attempting to revise its early intervention services to better reflect these two elements of the Act.

The overarching goal of this study is to assess the implementation of the revised service delivery system in the State, in particular, with respect to family-centered services and the quality of local interagency coordination.

Data will be collected from parents and service providers using questionnaires, individual interviews, focus groups and analysis of Individualized Family Service Plans (IFSPs) and local interagency agreements. The study will:

1. Describe the status of the implementation of family-centered service coordination;
2. Identify enablers and barriers to family-centered and coordinated service delivery;
3. Improve policies and practices; and
4. Develop new instruments and utilize existing instruments for the purpose of statewide evaluation.

The information gained will be used to supplement the various program evaluation efforts currently underway in the State and to provide information to parents, service providers, policy makers, and preservice and in-service trainers. Changes in policy will result if the results of the evaluation indicate a need for change.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

"A Study of the Feasibility of Establishing Statewide Evaluation of IDEA"

Project Director: Lowell Harris

Cost: Federal Share = $50,000

Agency Share = $22,900

Total = $72,900

Project Period: September 1, 1992 to August 31, 1993

Abstract:

Since the passage of the Individuals with Disabilities Act (IDEA) and the America 2000 initiatives, there has been a growing awareness of the need to take a serious look at the quality of education and to justify the high cost of special education. Professional educators, parents, and policy makers have become dissatisfied with the practice of documenting inputs, processes, and compliance, and are increasingly interested in demonstrating program effectiveness by showing that students are learning.

This feasibility study is the first phase of a multi-phase study to develop a comprehensive evaluation system for programs for children with disabilities in North Carolina. The goal of the study will be to develop a conceptual framework and study design.

Tasks to be undertaken during the study will include:

1. Conducting a comprehensive literature review;
2. Developing a conceptual framework;
3. Generating study questions;
4. Developing a design and a list of participants and procedures;
5. Developing analytic procedures;
6. Facilitating an expert review of the conceptual framework; and
7. Conducting a pilot study.

The results of the study are intended to provide the basis for a future proposal to conduct a full-blown evaluation that will aim to establish an effective statewide evaluation system for all public schools in North Carolina.

OREGON DEPARTMENT OF EDUCATION

"Evaluation of the Oregon Supported Education Plan and Local Systems Change"

Project Director: Patricia Jackson

Cost: Federal Share = $176,471

Agency Share = $ 86,399

Total = $262,870

Project Period: October 1, 1992 to September 30, 1994

Abstract:

This study will assess the impact of State and local educational reform policies and practices on the outcomes of special education restructuring initiatives for Supported Education. The Oregon Department of Education's (ODE) 1990 comprehensive education plan, which called on LEAs to support inclusion of students with IEPs in regular school settings, also required the Department to evaluate the effects of inclusion on instruction and learning. While this plan was being implemented, the State's politicians and educators were making other reforms in the educational system. However, no evaluation component was included to monitor the impact of these various reforms on the State's special education students. This study is designed to fill this void by evaluating the effect of these restructuring reforms and their impact on inclusion of all students in regular education settings.

The study's conceptual framework and technical design will be based on one developed during an earlier feasibility study. For this study, 25-30 teams of school personnel representing a cross-section of those Oregon school districts which were involved in the 1990-1993 ODE Comprehensive Plan will receive surveys. These teams will be trained by ODE to provide Supported Education to students with IEPs in regular education. In addition, 14 of the teams will also be interviewed and observed.

The goals of the study are to:

1. Modify the 1991-92 feasibility study's conceptual framework, evaluation design, and measurement instruments, as needed, for the full evaluation study;

2. Describe and analyze the impact and effectiveness of the ODE Comprehensive Plan on LEA policy, ODE activities, level of supported education, teacher instruction, and student outcomes;

3. Analyze the LEA data to identify barriers to supported education and strategies to overcome these barriers, and determine the effects of implementing Supported Education over time; and

4. Produce a report of the impact of the ODE Supported Education Goals on the LEA teams and their students.

This evaluation will use a participant-oriented design employing, observation, interviews, and survey methods to provide feedback to the ODE on the 30 LEAs.

OREGON DEPARTMENT OF EDUCATION

"The Oregon NTE Feasibility Study"

Project Director: Karen Brazeau

Cost: Federal Share = $79,587

Agency Share = $72,578

Total = $152,165

Project Period: October 1, 1992 to September 30, 1993

Abstract:

Oregon, like many other States, is caught in a dilemma. On the one hand, it faces a potential teacher shortage by the year 2000, when it is projected that 60 percent of its teachers will retire. On the other, it must ensure that an adequate supply of qualified general and special education teachers will be available and that student performance will improve by the end of the decade. Currently, there are two endorsements for special education teachers in Oregon. One is for severely handicapped learners and enables teachers to teach severely handicapped students only. The other endorsement, for handicapped learners, allows them to teach all students with Individual Education Program (IEPs).

The Oregon Teachers Standards and Practices Commission (TSPC) is attempting to assure the supply of special education teachers by increasing the available pool by offering the handicapped learner special education endorsement to any general education teacher holding a valid Oregon teaching certificate who has passed the special education subtests of the National Teachers Examination (NTE). Since this is a nontraditional certification process, the State is interested in its effectiveness.

The goals of this feasibility study are to collect a preliminary set of data to inform the State on this issue and to design a full-blown study to assess the effectiveness of these uniquely certified teachers.

To achieve the goals the study will:

1. Gather demographics data;
2. Conduct surveys; and
3. Develop an appropriate research design.

The study will review existing data, identify additional data needs, design appropriate and effective ways to gather additional information, formulate research questions, and pilot test designs which may be useful in making policy decisions.

APPENDIX F

SPECIAL POPULATIONS

LIMITED ENGLISH PROFICIENT STUDENTS WITH DISABILITIES

One of the most rapidly growing student populations in the United States is the limited English proficient (LEP) population (Hamayan's study cited in Baca & Almanza, 1991). These are students whose native language is other than English and whose skills in understanding, speaking, reading, or writing English prevent them from learning successfully in classrooms where the language of instruction is English.[1] Because of their lack of English language skills, these students have educational needs unlike those of other students.

The precise number of LEP students is not known; a recent estimate of the number of LEP students in grades K to 12 is 1.9 million (U.S. Department of Education, 1991).[2] States such as California, report 18 percent of total enrollment in 1989-90 as limited English proficient, or one in every six students overall. Reported LEP student enrollment for the nation increased 36 percent from 1985-86 to 1989-90 and now represents more than 5 percent of total public school enrollment (Olsen, 1991).

Approximately 78 percent of LEP students are estimated to speak Spanish; 7 percent speak other European languages; 6 percent speak Southeast Asian languages; 3 percent speak East Asian languages; and 8 percent speak other languages (Young et al., 1984). Projections for growth in the Asian population indicate that from 1982 to 1997, the Asian population in the United States will have doubled, making it the fastest growing major ethnic group in the U.S. (Chan's study cited in Kitano & Chinn, 1986).

Research on the academic performance of LEP students indicates that, as a group, LEP students are educationally disadvantaged. Teachers of LEP students report that first and third grade LEP students perform below grade level not only in mathematics and English skills, but native language skills as well (Young et al., 1984). In another measure of academic success, 55.5 percent of Hispanics age 18-34 have completed high school compared to 83.9 percent of white non-Hispanics (Wong Fillmore & Valdez, 1986).

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[1] Operational definitions of limited English proficiency vary from jurisdiction to jurisdiction, with education agencies choosing from among many different proficiency tests and setting their own cutoff scores. Therefore, from one district to another, the group of students considered LEP may vary somewhat.

[2] These data are reported only for SEAs receiving Title VII grants. Five States do not receive such grants and their LEP students are consequently excluded from the estimate.

PROGRAMS FOR LEP STUDENTS

LEP students may receive services to address their limited English proficiency from a variety of sources. The Bilingual Education Act, Title VII of the ESEA, was adopted in 1967 to provide discretionary funds to local educational agencies for supplemental education programs to meet the needs of LEP students. The program was amended in 1974 to provide funding for training of bilingual education personnel, bilingual vocational education programs, and research on bilingual education. Federal Title VII funding has grown from an initial $7.5 million in 1969-70 to $148 million in 1989-90 (U.S. Department of Education, 1991). Other Federal programs serving LEP students include ESEA Chapter 1 Basic Grants, Chapter 1 Migrant Education, Indian Education, and the Individuals with Disabilities Education Act. Many States have also adopted statutes requiring services for LEP students (26) and have funded specific programs for these students (22) (U.S. Department of Education, 1988). Title VI of the 1964 Civil Rights Act (as interpreted by the U.S. Department of Education following the Supreme Court ruling in *Lau v. Nichols*) assigns districts the responsibility of addressing the language-related needs of LEP students. Therefore, language services for LEP students that are not funded by Federal and State programs, must be provided by local educational agencies in accordance with civil rights legislation.

Programs for LEP students take several forms, including transitional bilingual education, maintenance bilingual education, English as a second language, and sheltered English.[3] Transitional bilingual programs give LEP students instruction in their primary language and in English until they acquire enough English to benefit from English-only instruction. Maintenance programs differ from transitional programs in that students continue to use their primary language for a portion of the school day even after they have acquired English language proficiency. The goal of maintenance programs is bilingualism, rather than simply English language proficiency. In ESL programs, LEP students are taught English using only instruction in English. In sheltered English, academic content is presented using simplified English vocabulary in order to make concepts accessible to students with limited English proficiency (Wong Fillmore & Valdez, 1986).

NUMBERS AND CHARACTERISTICS OF LEP STUDENTS WITH DISABILITIES

When LEP students are identified as having a disability, they become eligible for services both for LEP students and for special education. The services provided through special education and language programs may be coordinated to varying degrees.

Baca and Cervantes (1989) define bilingual/cross-cultural special education as the use of the home language and the home culture, along with English, in an individually designed program of special instruction for the students. However, this appendix addresses a slightly broader set of services in that it includes instruction for LEP students with disabilities that is not necessarily bilingual, but is designed to address limited English proficiency, including ESL and sheltered English, as well as bilingual instruction.

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[3] For the purposes of this appendix, the term bilingual is used to indicate programs that use both English and the students' native language in instruction.

Very limited data are available on the numbers of LEP students with disabilities. Those data that are available are incomplete, preventing a comprehensive description of the numbers of LEP students with disabilities, their types of disabilities, their primary languages, and their educational needs. Using the Department of Education, Office of Special Education Programs estimate of 12 percent of school-age children as having disabilities, and assuming that LEP students are as likely as English proficient students to require special education services, an estimated 228,000 LEP students could benefit from special education services that are designed to meet their learning needs.[4] Other estimates of the number of LEP students with disabilities reach 1,000,000 (Baca & Cervantes, 1989).

In the past, researchers have maintained that LEP students are disproportionately represented in special education classes. Studies in the 1970s found that LEP students were disproportionately represented among students with educable mental retardation (Mercer, 1973; Harber, 1976). However, a later study in California contradicted previous studies in reporting that LEP students were not in high disproportion among students with disabilities and were in low disproportion only among students with severe emotional disturbance and the other health impairments (Cegelka et al., 1986). Some current data indicate that LEP students and Spanish-speaking students, in particular, appear in high disproportion in programs for students with learning disabilities and low disproportion in classes for students with emotional disturbance (Santos & Santos, 1984; Ortiz & Yates, 1983; OCR, 1988 [see table F.1]).

FACTORS ASSOCIATED WITH THE PROVISION OF SPECIAL EDUCATION SERVICES TO LEP STUDENTS

The field of special education for LEP students has a brief history and is still evolving. Title VI of the Civil Rights Act of 1964 requires that school districts provide equal educational opportunity to LEP students. Research shows that in delivering educational services to LEP students with disabilities, districts should: (1) develop a pedagogically sound program that meets the student's learning needs, (2) provide instruction in content areas so that learning is not impeded by language differences, and (3) assess students regularly and provide programmatic adjustments if results of assessment reflect lack of educational success (Roos's study cited in Salend & Fradd, 1986). In the early 1970's the first professional conferences and articles on special education for LEP students appeared. From 1970 to 1975, educators and researchers began calling attention to the need for nonbiased assessment practices, and primary language and ESL instruction for LEP students with disabilities. From 1975 to 1985, program development ensued and a body of literature started appearing regularly in books and journal articles. From 1985 to

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[4] The estimate of 228,000 was calculated by multiplying the Department of Education estimate of 1.9 million LEP school-age children by their estimate that 12 percent of all school-age children have disabilities.

TABLE F.1

Number and Percentage of LEP Students and All Students
Receiving Special Education, by Disability

	LEP		Total	
Disability	Number	Percent	Number	Percent
Specific learning disability	34,479	53.8	1,797,715	49.9
Speech impairment	17,270	26.9	1,038,555	28.8
Educable mental retardation	7,395	11.5	409,767	11.4
Trainable mental retardation	3,891	6.1	132,344	3.7
Serious emotional disturbance	1,087	1.7	224,591	6.2
Total	64,122	100.0	3,602,972	100.0

Percentages are based on all students with disabilities, calculated as follows:

$$\frac{\text{(\# receiving services for a specific disability)}}{\text{(\# receiving services for all disabilities)}}$$

Source: 1988 Office for Civil Rights Elementary and Secondary School Survey.

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the present, programs for LEP students with disabilities have been refined and institutionalized (Baca, 1990).

Despite these developments, data suggest that there are still gaps in meeting student needs. Few States have established procedures and guidelines for delivering educational services to LEP students with disabilities. Table F.2 shows the steps some States have taken.

- 5 States have established a definition of "bilingual/disabled" specifying the population of students eligible for such services;
- 14 States have a position within the SEA responsible for addressing the needs of LEP students with disabilities;

TABLE F.2

State Policies for Delivering Educational Services to LEP Students with Disabilities

State	Definition for Bilingual Disabled	State Position	Specific Funding	Recommend Assessment Instruments	Language Dominance and Proficiency	Curriculum for Bilingual Special Education	Bilingual/ SE Certification	Bilingual/SE Training at IHE
Alabama	No	No	No	No	No	No	No	No
Alaska	No	No	No	No	Yes	No	No	Yes
Arizona	No	No	No	No	Yes	No	No	Yes
Arkansas	No	No	No	No	Yes	No	No	No
California	No	Yes	No	Developing	Yes	No	Yes	Yes
Colorado	No	No	No	No	Yes	No	No	Yes
Connecticut	No	Yes	No	No	Yes	No	No	Yes
Delaware	No	Yes	No	No	No	No	No	No
District of Columbia	No	Yes	Yes	No	Yes	No	No	No
Florida	No	Yes	No	No	Yes	No	No	Yes
Georgia	No	No	No	No	No	No	No	No
Hawaii	Yes	Yes	No	Yes	Yes	No	No	No
Idaho	No	No	No	No	Yes	No	No	No
Illinois	No	Yes	No	No	No	No	No	Yes
Indiana	No	No	No	No	Yes	No	No	No
Iowa	No	No	No	Yes	No	No	No	No
Kansas	No	No	No	No	Yes	No	No	No
Kentucky	No	No	No	No	No	No	No	No
Louisiana	No	Yes	No	No	No	No	No	No
Maine	No	No	No	No	No	No	No	No
Maryland	Yes	Yes	Yes	No	Yes	No	No	Yes
Massachusetts	No	No	No	Yes	Yes	No	No	Yes
Michigan	No	Yes	No	No	Yes	No	No	Yes
Minnesota	Yes	Yes	No	No	Yes	No	No	No
Missouri	No	No	No	No	Yes	No	No	No
Montana	No	No	No	No	Yes	No	No	No
Nebraska	No	No	No	No	Yes	No	No	No

Table F.2 (continued)

State	Definition for Bilingual Disabled	State Position	Specific Funding	Recommend Assessment Instruments	Language Dominance and Proficiency	Curriculum for Bilingual Special Education	Bilingual/ SE Certification	Bilingual/SE Training at IHE
Nevada	No	No	No	No	Yes	No	No	No
New Hampshire	No	No	No	No	Yes	No	No	No
New Jersey	No	No	No	No	Yes	No	No	Yes
New Mexico	No	No	No	Yes	Yes	No	No	No
New York	No	Yes	No	No	Yes	No	No	Yes
North Carolina	No	Yes	No	No	Yes	No	No	No
North Dakota	No	No	No	No	No	No	No	No
Ohio	No	No	No	No	No	No	No	No
Oklahoma	No	No	No	No	Yes	No	No	No
Oregon	No	No	No	Developing	No	No	No	Yes
Pennsylvania	No	No	No	No	No	No	No	Yes
Rhode Island	No	Yes	No	Yes	Yes	No	No	No
South Carolina	Yes	No	No	No	Yes	No	No	No
South Dakota	No	No	No	No	Yes	No	No	No
Tennessee	No	No	No	No	Yes	No	No	No
Texas	Yes	Yes	No	No	Yes	No	No	Yes
Utah	No	No	No	No	No	No	No	No
Vermont	No	No	No	No	Yes	No	No	No
Virginia	No	No	No	No	Yes	No	No	No
Washington	Yes	Yes	No	No	No	No	No	No
West Virginia	No	No	No	No	No	No	No	No
Wisconsin	No	No	No	No	Yes	No	No	Yes
Wyoming	No	No	No	No	Yes	No	No	No

- 2 States have a specific funding category for bilingual special education;

- 35 States determine language dominance and English language proficiency prior to placing LEP students with disabilities in instructional programs;

- 5 States have a list of recommended instruments for assessing LEP students with disabilities; and

- no States have adopted a statewide curriculum or tests to guide the instruction of LEP students with disabilities (Salend & Fradd, 1986).

While it is likely that some of these State policies have changed over the last several years, more recent data were not yet available.

Many SEAs have noted confounding factors that limit their capacity to deliver educational services to LEP students with disabilities. These factors are tied to issues of language, culture, and socioeconomic status. In the remainder of this appendix, the educational areas of identification and assessment, curriculum development, access, shortages of appropriate personnel, and parental involvement are described as they relate to serving LEP students with disabilities.

Language

The combination of a disability and limited-English proficiency makes service delivery extremely challenging. Very little data are available on effective instructional practices for LEP students with disabilities, and the use of languages other than English in the educational process is perhaps one of the most intense conflicts within education today. While some educators feel that immersion in an all-English classroom will facilitate integration and English-language acquisition, others feel that services in the primary language are necessary for academic success.

Research on second language acquisition and the relative effectiveness of different instructional programs for LEP students provide some insight into the issue. These are briefly summarized below.

A synthesis of research conducted by Collier (1989) on second language acquisition found that in terms of long-term academic achievement, it does not matter when before puberty children begin learning a second language as long as the first language is developed through age 12. If students stop development of the first language before it is completed (prior to age 12), they may experience negative cognitive effects on second language development. Research also suggests that older children (age 8-12) who have had several years of schooling in the first language are the most efficient learners of a second school language. Adolescents with solid first language schooling are equally efficient in acquiring a second language, except for pronunciation.

Educational exposure to the first and second language may also affect academic performance for LEP students. Research on second language acquisition (Collier, 1989) indicates that when students are schooled in two languages, both language minority and language majority children generally take from four to seven years to reach national norms on standardized tests in reading, social studies, and science, whereas their performance may reach national norms in as little as two years on tests in mathematics and language arts. However, young students with no schooling in their first language (in either their home country or the host country) may take even longer to reach the level of average performance attained by native speakers. The data also indicate that adolescent arrivals who have had no second language exposure and who are not able to continue academic work in their first language while they are acquiring their second language, may never reach the 50th norm curve equivalent (NCE) on standardized tests. Finally, the research suggests that in terms of successful academic achievement in a second language, uninterrupted cognitive development in all subjects throughout the students' schooling is more important than the number of hours of second language instruction.

A recent study (Ramirez, Yuen, & Ramey, 1991) compared the effectiveness of three different types of programs for Spanish-speaking LEP students: English-only, early-exit transitional, and late-exit transitional bilingual education programs. The programs differed primarily in the amount of Spanish used in instruction. The English-only programs provided no primary language instruction. Early-exit programs provided 30 to 60 minutes per day of instruction in Spanish, with primary language instruction phased out by grade 2. Late-exit programs provided at least 40 percent of instruction in Spanish and students remained in the program through grade six. The study suggests that providing substantial instruction in a student's primary language does not impede the learning of English language or reading skills. In addition, the study found that for students in all-English and early-exit programs, academic growth curves in mathematics, English language, and reading skills slowed down from first to third grade as does academic growth for students in the general population. The growth curves for students in late-exit programs did not show this deceleration, indicating that from grades 3 through 6 their learning accelerated at a rate faster than the general population.

The level of English language proficiency that a student possesses impacts on every facet of education, from identification of a disability, to service provision. This next section describes the impact of language proficiency on the identification and assessment of disabilities.

The Impact of Language on Identification and Assessment

Current research suggests that it is very difficult to distinguish between the impact of a disability on a student's learning and the failure of a student to understand the majority language and culture, impeding the accurate assessment of the student's disability. Teachers unfamiliar with the impact of language problems on a student's learning may refer students to special education classes based on their judgment of the student's English proficiency (Cegelka et al., 1986). Behaviors that children normally exhibit while learning a second language -- poor comprehension, limited vocabulary, or grammatical errors -- may be interpreted as symptomatic of learning problems.

Further complicating the assessment process is the fact that young students rapidly learn the social language of English, but not the academic language of English required on most assessment instruments. Therefore, students may appear proficient in English when, in fact, they have not developed the language skills necessary for academic success. Typically, social language is developed in about three years while school language takes five to seven years (Interview with Baca, 1988). It is crucial for special education assessment personnel to understand the second language acquisition process in order to consider the effects of language on student behavior and learning.

Tools of Assessment. Special care is needed to assure unbiased assessment for LEP students since language is the key to many instruments used to measure a student's need for special education. Under P.L. 94-142, "Such materials [tests] or procedures shall be provided and administered in the child's native language...unless it is clearly not feasible to do so..." (Sec. 612 (5) (c) in Figueroa, 1989). However, data show that the testing of LEP students is still performed primarily in English (Figueroa's; Ortiz's; and Rueda, Figueroa, Mercado, & Cardoza's studies cited in Figueroa, 1989).

Measures of intelligence have traditionally been at the center of special education assessments. Yet some educators argue that there is little merit in trying to assess the intelligence of minority or LEP students since IQ tests standardized on a representative sample of American students will assess only those skills and knowledge that are regarded as intelligent in the majority group, and will exclude any culturally-specific ways in which minority children have learned to be intelligent. In other words, for minority children, the construct validity of the IQ test as a measure of previous learning has disappeared since the children's previous learning experiences have not been adequately sampled by the instrument (Kaufman's study cited in Cummins, 1984).

However, others argue that while intelligence tests may not serve to uncover the learning potential of LEP students, they may accurately predict the academic performance of LEP students in an English language environment (Jenson's and Mercer's studies cited in Hamayan & Damico, 1991). Several studies have shown that the WISC-R scores for Hispanic students are acceptable predictors of ITBS and CAT scores. However, these studies did not address the influence of English language proficiency on test reliability and validity (Dean's; and Oakland's studies cited in Hamayan & Damico, 1991).

Efforts to make assessment tests more functional for LEP students take several forms: (1) translating psychometric tests into the student's primary language, (2) using an interpreter during assessment, (3) using norm-referenced tests developed in the student's primary language, (4) using a bilingual psychologist (Figueroa, 1989), and (5) using nonverbal intelligence tests. These approaches also have their shortcomings. Some researchers stress the importance of using multiple criteria in assessing LEP students for special education especially given the inadequacy of any one assessment tool. The next several paragraphs describe efforts to improve assessments for LEP students, and the limitations of each approach.

Test Translation. It is not very difficult to translate a psychometric test. However, it is extremely difficult to translate psychometric properties from one language to another. For example, a word in English is not really the same word in Spanish in terms of difficulty. In addition, the cultural biases inherent in the English language test may remain through translation.

In a study using a Spanish version of the WISC-R adapted for Puerto Rico, researchers found that Puerto Rican students in the United States showed a verbal performance discrepancy of about 20 points on both the English and Spanish versions when compared with their native English speaking and Puerto Rican peers. It was apparent that students were not only unfamiliar with some of the English terms, but were also unfamiliar with some of the Puerto Rican terms on the Spanish verbal scale, despite being familiar with the English equivalent terms (Oplesh & Genshaft's study cited in Cummins, 1984). Similar findings have been reported by other researchers.

Primary Language Norm-Referenced Tests. LEP students in the United States may lose some of their primary language skills as they transition to English. This further impedes the assessment process and limits the usefulness of primary language norm-referenced instruments. The regression of children's cognitive/academic proficiency in the primary language may be especially rapid in a minority context without strong promotion of the primary language in the school.

For Hispanic students, many psychological tests are available in Spanish, such as the Mexico City Test. All of them, however, are for monolingual speakers of Spanish with little or no exposure to English. A recent study of the diagnostic efficacy of the Mexico City SOMPA Battery and K-ABC established that the error rates for U.S. educated Spanish speakers are unacceptably high. Adequate tests for non-English speakers in the process of acquiring English proficiency have not yet been developed (Rueda, Figueroa, Mercado, and Cardoza's study cited in Figueroa, 1989).

In addition, few psychoeducation tests are normed for Asian students and those that are do not take into account the cultural diversity among Asian groups. While the Wechsler Intelligence Scale for Children-Revised (WISC-R) has been translated and normed in both Hong Kong and Taiwan, the tests are only appropriate for recent Hong Kong or Taiwan immigrants and require a level of Chinese proficiency that few assessors possess (Leung's study cited in Kitano & Chinn, 1986).

Even the use of bilingual psychologists in assessing LEP students is problematic because of the complex process of language loss and language acquisition in bilingual children in the United States. Further research on this process is needed to inform the results of bilingual educational assessments on LEP students (Figueroa, 1989).

Nonverbal Tests. Since culturally and linguistically diverse students have been found to perform better on nonverbal tests than on verbal ones (Gerken's study cited in Hamayan & Damico, 1991), some researchers have suggested that nonverbal IQ scores should be stressed with LEP students (Willen & Sweeting's study cited in Hamayan & Damico, 1991). However, there are several limitations to the use of nonverbal intelligence tests. First, although these tests do not require expressive language, some require receptive language in order for the student to follow directions (Hamayan & Damico, 1991). In addition, the usefulness of nonverbal tests is limited since they produce only a partial measure of the student's intellectual ability and no global IQ or verbal score can be calculated. Further, verbal tasks have been shown to predict school achievement better than nonverbal tasks, so some caution must accompany use of nonverbal IQ tests.

Most nonverbal IQ tests were developed for nonverbal students from English-language backgrounds (WISC-R Performance Scale subtests, the Progressive Matrices, nonverbal subtests of the Stanford-Binet Intelligence Scores, Test of Non-Verbal Intelligence). None of them have been normed for LEP populations, and they do not produce a global measure of IQ. However, they may be useful in a broad context of assessment (Hamayan & Damico, 1991).

Two nonverbal instruments that have been normed on populations with disabilities are the Columbia Mental Maturity Scale, Third Edition, which was developed for individuals with cerebral palsy, and the Hiskey-Nebraska, which was developed for use with students who are deaf. Separate norms exist for students who are deaf and for those students without hearing impairments taking the Hiskey-Nebraska. The test can be used with children age 3-17. Directions are pantomimed so no receptive or productive language is required. This instrument may be particularly useful for LEP students who are deaf (Hamayan & Damico, 1991).

The approaches described, including translation of tests, use of primary language norm-referenced tests, and use of nonverbal tests, become increasingly difficult when students' primary languages are not frequently used in the U.S. and when few LEP students reside in a school district. Because the results of educational assessments are used in the development of an individualized educational program, the appropriateness of that program may be jeopardized by the barriers to accurate assessment of LEP students with disabilities (Plata, 1982).

The assessment of students with different disabilities may be disproportionately affected by limitations in testing. This may be demonstrated by the rate at which LEP students are identified as having particular disabilities. Solutions to the problems of testing LEP students may also be disability-specific.

Especially high proportions of LEP students appear to be identified as having language impairments. In assessing speech and language impairments in LEP students, recent research shows that functional or pragmatic criteria are more indicative of a disability than surface-oriented criteria such as syntax. That is, students who display errors in functional/pragmatic language skills such as excessive pauses, delays before responding, use of inappropriate responses, use of nonspecific vocabulary, and poor topic maintenance are more likely than students who display errors in syntax (surface-oriented criteria) to have a disability.

> As expected, the pragmatic criteria were more effective than traditional surface-oriented criteria in identifying academically consequential language disorders in the bilingual sample studied. The children identified as normal according to the

> pragmatic criteria seemed to make substantial gains in academic achievement, while the children judged normal by surface-oriented criteria failed to make comparable gains. Further, the children identified as having language disorders according to the pragmatic criteria failed to make substantial academic gains, while some children who probably would have been identified as disordered according to the surface-oriented criteria...made normal gains in school achievement (Damico et al.'s study cited in Cummins, 1984).

This type of research may assist educators in more accurately assessing LEP students' need for special education services. Additional efforts to improve the assessment process are described in the next several sections.

Multiple Criteria. Baca and Cervantes (1989) recommend an assessment process for LEP students which includes input from parents, teachers, a school administrative representative, and individuals involved in other aspects of the assessment. The assessment process requires information in the following areas:

- referral data specifying problems with classroom performance;
- primary language data;
- observational and interview data more specifically assessing performance in terms of peer dynamics, group participation, classroom structure and organization, learning environments, and student-teacher interactions. After gathering observational and interview data, the assessment team must determine whether or not alternative educational approaches may effectively remediate learning difficulties in the regular education environment. If not, the process continues drawing on information from:
- other available data, including school records;
- language proficiency data;
- educational assessment data;
- perceptual-motor and/or psycholinguistic assessment data;
- adaptive behavior data;
- medical and/or developmental data; and
- cognitive assessment data.

Many State and local education agencies have taken steps to address the impediments to providing appropriate special education services to LEP students, including methods of assessing student needs. Some best practices are described below.

- The Assessment and Intervention Model for the Bilingual Exceptional Student (AIM for the BESt) was developed at the University of Texas at Austin. It is designed to (a) improve the academic performance of LEP students in regular and special education programs; (b) reduce the inappropriate referral of LEP students to special education; and (c) ensure that assessment procedures are nonbiased. The model involves the use of campus-based problem solving teams, informal and/or curriculum based assessment, and effective instructional practices (Ortiz & Wilkinson's study cited in Wilkinson & Robertson-Courtney, 1991).

- The Dade County Public Schools in Florida developed a manual to assist school districts with appropriate evaluation and identification procedures for non-English speaking children with disabilities. The manual outlines procedures for screening LEP students for special education, procedures for referral, and procedures for student evaluation. Profiles of seven ethnic groups, annotations of assessment instruments in various languages, and copies of due process forms in nine languages were included (Cegelka et al., 1986).

- The Montgomery County, Maryland Bilingual Assessment Team has developed a prereferral checklist as a tool for accurate diagnosis of LEP students. The checklist contains information on the student's background and the student's current performance in school in academic and nonacademic areas, thereby providing assessment personnel with a context in which the nature of a child's present academic problems can be understood (Li & Vallejos, 1988).

- The Bilingual Special Education Training Project at the University of New Mexico has developed the Advocacy/Sensitive Assessment Process which surveys numerous variables which impact on student performance; these include the community, home and family, school and classroom, and the student. The process includes the assessment of the student's language and literacy skills and the collection of a case history of each student (Leon, 1988).

Once LEP students are appropriately assessed and placed in special education programs, the difficulties do not diminish. Providing services for LEP students with disabilities is also challenging due to language differences.

The Impact of Language on Special Education Services for LEP Students

Ten years ago, bilingual special education programs were rare. Currently, many States and districts have implemented policies to develop, expand, and improve their programs. However, shortages of appropriate materials and personnel, disagreement on curricula, and issues of placement and access continue to impede the implementation of appropriate services for LEP students with disabilities. These difficulties are especially pronounced for students from less common language groups and in districts with few LEP students.

Placement. In the absence of programs specifically designed to serve LEP students with disabilities, attempts are frequently made to coordinate the services of language programs and special education programs. First, accessibility to both programs is examined. Then, the programs are coordinated in such a way as to allow dual participation. For example, a student may participate in two pull-out programs, one to address his/her limited English proficiency, and one to address his/her disability. However, other service delivery patterns (e.g., two different replacement programs) may be more difficult to coordinate, prompting the development of a single, dual purpose program.

Little information is available on the educational placements of LEP students receiving special education. Given their need for specialized personnel and programming, care is required to assure that the student is provided an appropriate education in the least restrictive environment. Special education placements for LEP students may be influenced by the availability of personnel proficient in the student's primary language, the number of students in the district speaking a particular language, and the availability of resources (Plata, 1982).

Curricula. LEP students with disabilities face several conflicts in their education programming. The educational and home environments may be divergent due to language and cultural differences. Subsequently, these students may be frustrated in the development of a positive self-image due to the resulting dissonance. Bilingual education advocates maintain that because of these problems LEP students need culturally relevant curricula taught in their primary language. A recent California study noted that only a small portion of the instruction provided to LEP students with disabilities was conducted in the student's primary language. About half of the students in the California sample received both special and bilingual education; the other students received services from only one of the two programs or from general education (Cegelka et al., 1986).

Because this is a relatively new field, agreement has not been reached on approaches to educating LEP students with disabilities. The continued debate over the use of primary languages in instruction makes consensus among teachers of LEP students unlikely in the near future. Research suggests that the control of more than one language helps children to develop a metalinguistic awareness and a cognitive advantage over monolingual peers (DeAvila & Duncan's study cited in Carrasquillo & Baecher, 1990). However, there is a widespread belief that for LEP students with disabilities, it is an additional burden to have two languages used in instruction and a monolingual instructional program may be encouraged, even at the expense of the home language. (Carrasquillo & Bonilla, 1991).

Despite the fact that many LEP students with disabilities are instructed in an all-English setting based on this belief, there is no empirical evidence that minority students who are academically at risk experience difficulty coping with two languages of instruction. Rather, there is evidence of success from dual language instruction and native language instruction for students with disabilities (Baca & Bransford's; Cummins's; and Ortiz's studies cited in Carrasquillo & Baecher, 1990). For LEP students with disabilities, research suggests that bilingual instruction may be advantageous in that it teaches subject matter concepts, knowledge, and skills through the language the student knows best and reinforces the information through the second language (Carrasquillo & Baecher, 1990).

Perhaps due to the controversy over the use of primary languages in instruction for students with disabilities, or due to a compartmentalization of language issues from special education issues, as a rule, IEPs do not include plans for addressing language proficiency. A review of 203 IEPs for Hispanic LEP students indicated that only 2 percent specified that some instruction should be carried out in Spanish. None included goals or objectives in English as a second language (ESL). In fact, the selection of goals and objectives for LEP students were very similar to those for English-proficient students. Bilingual education advocates argue that the native language is the vehicle through which competence in a second language is gained (Cummins's study cited in Ortiz et al., 1989). Based on this perspective, IEPs should include development of native language conceptual skills to provide the foundation for learning English. In addition, ESL goals and objectives, along with goals and objectives in other academic areas are recommended. Ortiz et al. (1989) speculate that failure to recommend native language instruction in IEPs may occur when districts do not have bilingual special educators to provide such instruction.

In terms of designing instructional strategies for teaching LEP students with disabilities, several efforts are underway to improve practices. Collier and Kalk recommend a team approach to service delivery, including the parent, mainstream teacher, bilingual specialist, and special education teacher. Steps in curriculum development include: planning; becoming familiar with the child's culture and language background; becoming familiar with the child's special learning style and education needs; preparing an individual instructional plan, including assessment, objectives, methods, and evaluation; preparing individualized lessons and materials appropriate to the child's disability; and coordinating services with resource personnel (Collier & Kalk's study cited in Baca & Cervantes, 1989).

An examination of language activities in special education classrooms serving LEP students, and review of literature on effective teaching provide some guidelines for working with LEP special education students (Ortiz et al., 1989).

- Learning is most difficult when what is to be learned bears little or no relation to what has already been learned or requires skills far beyond those existing levels. The principle of building on prior knowledge is frequently violated in the instruction of LEP students with disabilities. Some examples include use of English language vocabulary beyond a student's comprehension and use of idioms and other abstractions unfamiliar to non-native speakers of English.

- Using contextual clues can help LEP students with disabilities to comprehend lesson presentations. Some examples of contextual clues are using spelling words in a sentence and illustrating addition and subtraction in word problems.

- Providing linguistic feedback to LEP students with disabilities can verify the meaning of the child's statement while modeling an expanded or contracted version of the statement. Similarly, if bilingual instruction is being used, teachers can model the appropriate way of making a statement in English if the student's response was given in another language. Another example of linguistic feedback includes a teacher's response that uses a different term for the same meaning.

Classroom observation shows that the academic activities associated with the most intensive and prolonged on-task behavior: (1) draw on, and encourage, expression of children's experience, language, and interests, (2) foster feelings of success, (3) give children a sense of control over their own learning, and (4) are holistic in nature in that they do not involve learning of isolated, decontextualized segments of information (Ortiz et al., 1989).

Some State and local educational agencies have taken steps to try to improve the provision of special education services to LEP students. The programs described here take one of two different approaches to improving service delivery -- developing bilingual special education programs or coordinating existing bilingual programs and special education programs.

- The Project Esperanza of the New York City Public Schools, funded under ESEA Title VII, was implemented in the 1980-81 school year. During the first year it served 300 students who were in bilingual special education classes. The program focused on gains in English and Spanish, math, oral English-language competence, and cultural heritage of the students. All of the program objectives for pupil achievement were reached in English, Spanish, reading, math, oral English proficiency, and cultural heritage (New York City Board of Education, 1984).

- The Southwest High School in San Diego County and the Paramount Elementary school in the Azusa United School District in California both have bilingual special education programs which serve as models for other districts. The programs are characterized by administrative interaction between bilingual education and special education, staff development, cultural sensitivity, attention to both secondary and primary language development, unbiased assessment for determining program eligibility, educational placement based on student needs, and meaningful parent participation and community involvement. Pre-and post-testing in English receptive and expressive language and academics have shown marked improvement among participating students (Cegelka et al., 1986).

- Project ESL-SEDAC, in New York City Public Schools, was implemented in the 1983-84 school year. The project provided direct instruction to 260 limited English proficient students with disabilities. The criteria for student achievement were met in English-language, listening, speaking, reading and writing. The program curriculum was field tested, revised, and distributed (New York City Board of Education, 1985).

- The Fairfax County Public Schools adopted a multidisciplinary model for serving LEP students with disabilities. The model stressed coordination among professionals, and outlined a continuum of ESL services available for LEP students with disabilities depending on their individual needs. Consultative and direct ESL instructional services were designed to meet the needs of the student as determined by special education and ESL staff (Simich-Dudgeon, 1986).

Described below are some State-level coordination efforts.

- The New York State Education Department's Office for the Education of Children with Handicapping Conditions and the Bureau of Bilingual Education have recently developed a set of guidelines for services to students with limited English proficiency and special education needs in the State. Input from practitioners and advocates in all areas of the State was used in the development of the guidelines, the chief purpose of which are to assure nonbiased identification and assessment procedures in the State (New York State Education Department, 1988).

- The Bilingual Special Education Project (BISEP) in Massachusetts coordinates its efforts with various other agencies such as the Bureau of Transitional Bilingual Education, Division of Curriculum and Instruction, and the State Bilingual Advisory Council. The project has sponsored administrative workshops throughout the State for Directors of Special Education and Bilingual Education programs as well as statewide conferences on bilingual special education (Baca, 1980).

- The Texas Education Agency funded the Interagency Collaboration Project (ICP) at the University of Texas at Austin to address the training and coordination needs of teachers, administrators, and other personnel who serve culturally and linguistically diverse students with disabilities. Regional teams of university personnel, district personnel, and service center personnel representing general, ESL, bilingual, special, and migrant education, were trained in one of the following areas depending on their area of specialization: prereferral intervention, nonbiased assessment, effective instruction, empowering students, and IEP development. By working with teams of educators, the project ensured that each team collectively received training on all topics in the program (University of Texas, 1991).

Some programs have been designed for LEP students with specific disabilities. For example, Projecto Oportunidad is a bilingual/bicultural program initiated in 1975 at the Rhode Island School for the Deaf. The program involves the use of oral Spanish and Portuguese paired with sign, with gradual transition to English (both oral and signed) for students from these backgrounds (Cummins, 1984).

Personnel. The provision of appropriate educational services for LEP students with disabilities is reliant on a supply of qualified personnel. Yet the supply of teachers and other personnel to work with LEP students has not kept pace with increased demand, resulting in personnel shortages. This is particularly true for students whose primary language is not Spanish. Data indicate that most regular education and special education teachers are monolingual (Salend & Fradd, 1985). The shortage of trained personnel in bilingual education consequently carries over to bilingual special education as well. Some school districts use interpreters or contract for professionals; these interpreters and consultants are knowledgeable in the bilingual component of teaching students, but generally they are not trained to attend to the special needs of LEP students with disabilities. The personnel shortage is especially evident in terms of bilingual special education assessment personnel. Sometimes assessments are delayed because trained personnel are not available (Nuttall, 1987). School districts find it particularly difficult to hire bilingual speech therapists, bilingual psychologists, bilingual special educators, and bilingual audiologists (Del Green Associates, 1983).

Studies conducted in California, Colorado, and Florida indicate limitations in the availability of bilingual special education and related services personnel. Table F.3 shows the average rating of availability of different types of personnel, with one meaning readily available and five meaning impossible to locate. While one might expect States such as Florida and California that have large numbers of LEP students to have access to properly trained personnel, data suggest that this is not the case. The situation may be even worse in States with fewer numbers of LEP students or a very recent influx of LEP students.

To address shortages of appropriately trained personnel to work with LEP students with disabilities, preservice and in-service programs must be developed. Bilingual/multicultural special education teacher training can be summarized in three models: (1) special education training programs that recruit bilingual minority students, (2) traditional special education programs that add training programs with information on bilingual special education, and (3) specifically designed courses in bilingual special education (Baca, 1984).

There are a small number of programs across the country that offer courses in bilingual special education, such as the University of Texas at Austin and the University of Colorado at Boulder, but these institutes of higher education are able to produce only a fraction of the personnel needed to serve LEP students with disabilities across the country. Other colleges and universities are working to develop, expand, and improve their special education programs to incorporate a bilingual component. In 16 States there are personnel training programs at the university level for bilingual special educators. In addition to special education courses, personnel are being taught cultural and linguistic skills, knowledge of second language acquisition theories, and the specific needs of bilingual children with disabilities. However, only California has established a certification program for bilingual special educators (Salend & Fradd, 1986).

There are some universities and education agencies that are addressing the need for bilingual special education teachers through preservice or in-service training. Listed below are descriptions of their programs.

- George Mason University in Virginia combines elements of regular teacher training with bilingual and special education in an integrated model of bilingual special education personnel preparation. Trainees receive instruction with regular and special education trainees in graduate level programs. Two types of professionals are trained; the first group are knowledgeable concerning issues related to bilingual special education and are thus better able to deal with day-to-day problems of their students. The second group has specialized skills for working with culturally and linguistically different children; these include working with first and second language acquisition difficulties and the relationships between cultural differences and disabilities (Valero-Figueria, 1986).

TABLE F.3

Average Staff Ratings of Availability of Personnel
in Three States

Personnel	CA	CO	FL
Bilingual Personnel:			
Special educators	3.9	3.3	3.5
Audiologists	4.3	3.9	3.9
Speech/language specialists	4.0	3.4	3.8
Psychologists	3.5	3.3	2.8
Counselors	3.5	3.4	3.4
Lay person	2.8	2.6	2.7
Nurses	NA	2.8	2.7
Educational/diagnosticians/assessors	NA	3.1	2.9
Interpreters	NA	2.5	2.5
Social workers	NA	2.7	2.5

1 = Readily available
5 = Impossible to locate

Source: Fradd, in *The Journal of Educational Issues of Language Minority Students*, Summer 1990.

- Project Esperanza, mentioned earlier, assists the Division of Special Education of New York City Public Schools to meet the needs of special education students; the program includes staff development and teacher preparation. Teacher-training workshops are offered to bilingual special education teachers consisting of lectures, discussions and hands-on experience. Teachers are taught the administration of tests, the use of tests to diagnose problems of individual students, various methods of instruction, as well as the development of skills and materials for teaching bilingual special education students (New York City Board of Education, 1984).

- The Bueno Center for Multicultural Education of the University of Colorado operates training programs for individuals working with multicultural students such as the Bilingual Special Education Curriculum Training (BISECT) Project. Staff development activities such as in-service training, workshops, and college courses are delivered on site in school districts. The program is funded through grants and contracts from the U.S. Department of Education (Bueno Center for Multicultural Education, 1987).

- Project BASIC (Bilingual Achievement Through Specialized Instruction and Curriculum) is a three-year project funded by ESEA, Title VII monies to train personnel serving bilingual students with disabilities in the Bronx, a borough of New York City. One component is aimed at bilingual special education teachers, the other at supervisory teachers. Over the three project years, 150 teachers will be trained in language intervention in first and second languages, selecting and adapting curricula, assessing and using the students' cognitive styles in instruction, and teaching reading and math in the students' first and second languages (Proceedings of New York State Conference on Bilingual Special Education, 1987).

Ortiz, Yates, & Garcia (1990) developed a set of competencies for serving LEP students with disabilities. These competencies were designed to assist individuals involved in personnel preparation. The competencies are presented in table F.4.

Parental Involvement. IDEA requires parental participation in identification and assessment processes. Parents must be provided with information, assistance, and/or counsel to assure that they understand the proceedings and decisions involved in special education placements. Written prior notice in the native language of the parents is required in matters related to identification, evaluation, and placement of the student with disabilities. In addition, an interpreter must be provided at all meetings if the parents cannot communicate in English. Parental consent forms must describe evaluations, tests, records, or other reports used to make educational decisions. Parents must also be informed that their consent is voluntary and may be withdrawn at any time (Baca & Cervantes, 1989).

TABLE F.4

Program Competencies Associated with Serving Language Minority Students

LANGUAGE SKILLS*

Ability to:

- understand the primary language spoken by parents and children;
- speak L1** and L2** fluently in both formal and informal settings;
- read and comprehend L1 and L2 writing including textbooks, professional journals, and other published works;
- write L1 and L2 proficiently for informal and professional written communications; and
- translate instructions, letters, and so forth to parents and community members.

LINGUISTICS

Understanding of:

- basic concepts regarding the nature of language, and
- theories of first and second language acquisition.

Ability to:

- identify structural differences between L1 and L2, recognizing areas of potential influence and positive transfer;
- identify and understand regional, social, and developmental varieties in L1 and L2; and
- analyze the phonology, syntax, morphology, semantics, and pragmatic aspects of L1 & L2.

CULTURAL FOUNDATIONS

Understanding of:

- culture in relation to child rearing, socialization and socio-cultural differences in attitudes toward educational attainment, gratification, and motivation;
- diversity in behavior and learning styles in cross-cultural settings; and
- historical origins of local communities.

Table F.4 (continued)

Awareness of cross-cultural patterns, practices or attitudes, and their effect on cognitive, affective, behavioral, and motivational development.

Ability to incorporate contributions of diverse cultural groups into educational programming.

EDUCATIONAL FOUNDATIONS

Knowledge and understanding of:

- philosophies of ESL; general, bilingual, special, and bilingual special education; and
- the content of special and bilingual education, ESL, and related areas including disabilities, identification of LEP students, legislation, litigation, funding, and current research relative to ethnic/linguistic minorities.

Ability to:

- apply educational theory and research to instructional programming for LEP students with disabilities; and
- articulate rationales for bilingual special education and use of ESL strategies in special education.

ASSESSMENT

Ability to:

- define the purpose and functions of assessment;
- record and utilize observational data;
- distinguish differences due to socio-cultural background and/or second language learning from disabilities;
- recognize potential linguistic and cultural biases of formal and informal assessments and to adapt the evaluation procedure to compensate for such limitations;
- select assessment strategies appropriate for ethnic/linguistic minority groups; and
- test in L1 and L2, and to interpret results including implications for instruction*.

Table F.4 (continued)

Knowledge of existing assessment procedures and instruments, both formal and informal, in such areas as: language proficiency, dominance, and development; cognitive/intellectual, perceptual-motor, and social-emotional development; adaptive behavior; and achievement.

INSTRUCTIONAL PLANNING

Ability to:

- utilize assessment and other relevant data to plan instructional programs appropriate for bilingual, non-English and LEP students with disabilities;
- determine instructional goals based on the identified needs of bilingual, non-English, and LEP students with disabilities;
- write instructional objectives that specify short- and long-term outcomes for LEP children with disabilities;
- specify instructional sequences, appropriate teaching/learning activities, materials, and evaluative procedures specific to the needs of LEP students with disabilities;
- monitor the effectiveness of instructional sequences, teaching/learning activities or materials as necessary;
- use paraprofessionals effectively; and
- evaluate the effectiveness of instructional strategies and arrangements, and to modify them to meet the unique linguistic and academic needs of LEP students with disabilities.

INSTRUCTION

Ability to:

- implement varied teaching techniques appropriate for LEP and bilingual students;
- manage classroom behavior through application of knowledge related to teaching/learning styles and child-rearing practices;
- provide a classroom climate that fosters successful experiences for each student;
- provide instruction in L1 & L2 in all curriculum areas of regular and special education; and
- deliver instruction using ESL approaches.

Table F.4 (continued)

CURRICULUM

Knowledge of program curricula in regular, special, bilingual, and bilingual special education; and ESL.

Ability to:

- adapt or develop curricula to meet the needs of LEP students with disabilities;
- edit and revise activities to make them more linguistically and culturally appropriate for LEP students with disabilities; and
- design materials and activities to meet the needs of LEP students with disabilities.

MATERIALS

Knowledge of sources of materials appropriate for LEP students.

Ability to:

- evaluate learning materials in terms of the quality, availability, cost-effectiveness, and appropriateness for LEP students with disabilities; and
- secure or produce learning materials that stimulate active, meaningful, purposeful involvement of students in attaining specific learning objectives.

MONITORING/EVALUATION

Knowledge of program evaluation systems.

Ability to:

- design and implement formative and summative evaluations relative to educational interventions and programming for LEP students with disabilities; and
- monitor and adapt individualized instruction.

Table F.4 (continued)

COUNSELING

Knowledge of:

- basic theories and/or models in human development and learning specifically related to educating culturally/linguistically diverse groups; and
- behavior modification with culturally relevant reinforcers, holistic approaches, and transactional communication skills.

Ability to serve as a consultant to mainstream personnel with LEP students with disabilities.

SCHOOL-COMMUNITY RELATIONS

Ability to:

- effect communication between regular, bilingual, ESL and special education personnel, child advocates, parents or others involved in the educational program of LEP students with disabilities;
- work effectively as a member of interdisciplinary teams responsible for the design and implementation of the instructional program for LEP students with disabilities;
- plan and provide for the direct participation of parents and families of LEP students with disabilities in the instructional program and related services; and
- communicate effectively with parents concerning needs of their children with disabilities.

Knowledge of local community resources for students with disabilities.

OTHER

Ability to use translators and interpreters effectively.

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[*] Bilingual special educators only for L1.

[**] L1 and L2 indicate the student's first and second language, respectively.

Source: Ortiz, A., Yates, J.R. & Garcia, B. (1990). Competencies associated with serving exceptional language minority students, *The Bilingual Education Perspective* IX:1-5.

Many parents of LEP students do not speak English fluently and may not understand the term "special education." Parents may be unaware of the meaning of the child's disability and its implications. Some parents have feelings of inadequacy when speaking to special education or school personnel, partly due to their inability to speak English (Santos & Santos, 1984).

Some schools are making a special effort to develop programs to encourage parents of LEP students with disabilities to participate in their children's education. Bilingual staff members are hired to interact with parents of LEP students with disabilities in school and community meetings (Marion, 1979). State and local educational agencies have also taken steps to improve the parental involvement in special education programs for LEP students. For example,

- A program at the Camden School in New Jersey for severely disabled preschool children is designed to establish trust within the Hispanic community and the Hispanic parents of children with disabilities. Program activities include hiring a bilingual parent for the program, and conducting cultural awareness activities led by the staff or outside consultants (Cegelka et al., 1986).
- A Parent Education/Training Project (PET) was established in California to serve both limited and non-limited English speaking Chinese, Korean and Latino parents with young developmentally disabled children. A bilingual parent serves as a facilitator/group leader and works with a professional training coordinator in community meetings to increase bilingual parent involvement. As a result of the project, some parental attitudes changed, group support of parents occurred, and continued activities among parents occurred (Chan's study cited in Kitano & Chinn, 1986).

Culture

The cultural backgrounds of LEP students differ from that of the majority population. Cultural misunderstandings between teachers, students, and parents may contribute to educational disadvantagement. Data suggest that for minority groups who experience disproportionate levels of academic failure, the extent to which a student's language and culture are incorporated into the school program constitutes a significant predictor of academic success (Campos & Keatinge's; Cummins's; and Willig's studies cited in Cummins, 1989).

The effects of cultural diversity are present in special education programs as well as regular education programs. They impact on every step of special education, including identification and assessment of a child with disabilities, and service delivery. Sensitivity to other cultures, and placing a high value on cultural diversity can help meet the needs of LEP students with disabilities.

The Impact of Culture on Identification and Assessment

LEP children may be referred to special education due to erroneous interpretation of their cultural characteristics as deviant (Ortiz & Yates, 1983). In addition, cultural differences may make the assessment of LEP students difficult; counselors, teachers, and psychologists often lack the training necessary to understand the lifestyles, values, and the structures of subcultures (Olion & Gillis-Olion, 1984). Student responses to translated test items may reflect their cultural values which differ from those of the majority society. For example, test translations pose major problems for Spanish-speaking children whose cultural values stress the needs of the family more than the needs of the individual. When exposed to the unstructured environment of American schools as opposed to the very structured environment of Asian education, Asian children may exhibit behaviors considered inappropriate by teachers. They may be confused by the friendliness of teachers because they are accustomed to more formal educational settings. The lack of structure on playgrounds and in open classrooms may produce a range of reactions from withdrawal to overexuberance due to a lack of understanding of limits (Olion & Gillis-Olion, 1984).

Differences within ethnic groups, for example, between Chinese and Samoan students, as well as within group differences, for example between Chinese from the mainland and Chinese from Hong Kong, require that educational assessors use cultural information to interpret behaviors. Despite differences between Asian groups, some generalizations related to the assessment process can be made. During a one-to-one testing session, an Asian student may tend to be more tense than an Anglo student. The stress results from several factors: (1) in most Asian countries, testing has been used to screen out students rather than to determine eligibility for entering a program; (2) high achievement motivation of Asian students can create tremendous pressure; and (3) one-to-one interaction with a teacher is not common practice in Asian countries, except for disciplinary purposes. Since speed and accuracy are both reinforced in most Asian countries, Asian students may sacrifice accuracy for speed. The assessor, therefore, must remind the student that accuracy is at least as important as speed, if not more so (Leung's study cited in Kitano & Chinn, 1986).

The Impact of Culture on Special Education Services for LEP Students

Cultural factors may impact on the effectiveness of special educational services for LEP students. Practices which may be effective for Anglo students may not be effective for Hispanic or Asian students. In addition, cultural differences within ethnic groups may further complicate the delivery of appropriate services.

While agreement has not been reached on how best to educate LEP students, in general, and LEP students with disabilities, in particular, there does appear to be consensus in the belief that cultural pluralism be stressed. Educators must learn as much as possible about the culture of students, accept cultural differences, and create learning environments and curricula that are relevant to students and consistent with the expectations and desires of parents and community (Plata's study cited in Del Green Associates, 1983).

The Impact of Culture on Parental Involvement

Cultural factors may impede full parental involvement in the education of LEP students with disabilities. Olion and Gillis-Olion (1984) suggest that Asian parents may be reluctant to discuss their children's problems with school officials because of a feeling of shame which results from the exposure of personal problems. Chan's study cited in Kitano & Chinn (1986) noted that the stigma associated with having a child with disabilities is created, in part, by traditional attributions linking specific disabilities to various causes (Chan's study cited in Kitano & Chinn, 1986). For example, a disability in a child may be explained as punishment for sins committed by the parents or their ancestors. Another type of attribution is the assumption that individuals with disabilities are possessed by demons or evil spirits. In Indochinese families, Kitano and Chinn (1986) have found the term disabled may be interpreted as describing a person who has lost something or who is inferior. Indochinese parents are also not accustomed to participating in the decisions related to their child's schooling (Kitano & Chinn, 1986).

Ortiz & Yates (1983) have suggested that Hispanic parents tend to be very trusting of school personnel and may feel they are intruding in the school's domain if they express concerns with their children's education; thus they may not be inclined to participate in the IEP process (Baca & Cervantes, 1989).

Socioeconomic Status

In addition to the educational risks posed by their limited English proficiency, LEP students may also be more economically impoverished than their English proficient peers. Across the nation, 91 percent of LEP students in grades K-6 are eligible for free or reduced-price lunches compared to 47 percent of all students in those same schools (Young et al., 1984). Socioeconomic status, educational levels, and family structure have been shown to relate to academic achievement (Laosa's; Brown's; Carter & Segura's; Duran's; Henderson's; Lambert's; NCES's; and Rosenthal, Baker, & Ginsburg's studies cited in Young et al., 1986).

Data indicate that sources of educational disadvantagement for LEP students differ across language groups and that generalizations across language groups, in many cases, may not be appropriate. Research shows that 21 percent of all LEP students come from homes missing either a female or a male guardian. Spanish-speaking students were more likely than other students to have a male guardian missing from the home (Young et al., 1986).

The absence of a parent from the home may have consequences for income levels. Researchers found that Spanish-speaking LEP students came from homes with a lower socioeconomic status than either Chinese LEP students or other LEP students (Young et al., 1986). Income data reported by the Bureau of the Census indicate that Asians, as a group, have higher household and family incomes than whites (Bennett, 1992). This is somewhat misleading given wide disparities across Asian ethnic groups. In fact, incomes for Vietnamese and Samoan families and households fall well below those for whites. In addition, Asian households and families typically have more wage earners than other households and work many more hours. Per capita income for Asians is, on average, $800 below that of whites, with Vietnamese and Samoans overwhelmingly faced by poverty (1980 Census of Population cited in Kitano & Chinn, 1986).

Issues related to socioeconomic status may interfere with the provision of appropriate special education services for LEP students. These include identification and assessment and parental involvement in the educational process.

The Impact of Socioeconomic Status on Identification and Assessment

Because educational disadvantagement and learning problems are both manifested through low academic achievement, the poverty and accompanying obstacles common to LEP students may complicate the identification and assessment of some disabilities for this population. Some researchers hold that when the choices of classification are specific learning disabilities or educable mental retardation, a socioeconomic bias influences the placement of all low socioeconomic students, including LEP students, into the mental retardation category (Burke's; and Franks's studies cited in Bernard & Clarizio, 1981). However, more recent research has found no significant relationship between socioeconomic status and special education placement (Bernard & Clarizio, 1981).

Impact of Socioeconomic Status on Parental Involvement

Lack of parental involvement for LEP students may relate not to a lack of interest on the part of parents, but to conflicting values or limited opportunities for participation. For example, parents in lower socioeconomic classes may have priorities that take precedence over their child's education, such as providing adequate housing, nutrition, and health care. While parents may wish to participate in IEP meetings, school conferences, and so forth, work schedules, child care, or transportation may make such participation difficult (Ortiz & Yates, 1983).

CONCLUSIONS

The effects of poverty, culture, and language combine to make the education of LEP students with disabilities extremely challenging. The development and expansion of training programs for teachers of LEP students with disabilities will likely improve service delivery as will continued research in the field of special education for limited-English proficient students.

Additional data and studies would help to develop procedures that: (1) distinguish LEP students from LEP students with disabilities, (2) yield unbiased assessments of student need, and (3) result in IEPs that assist LEP students with disabilities in reaching their potential. In addition, evaluative studies of materials and curricula developed specifically for LEP students with disabilities are needed in order to assist service providers in meeting the needs of this unique population.

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APPENDIX G

PROFILES OF THE PROGRAM AGENDA

Technology, Educational Media, and Materials Program
Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Technology, Educational Media, and Materials Program, community members were asked to identify the advances needed for improving the quality, use, and access of technology, educational media, and materials to achieve better outcomes for children and youth with disabilities.

II. Components of the Agenda

Program Mission

To improve outcomes for individuals with disabilities by advancing the creation, evaluation, and use of tools that enable students with disabilities for life-long learning, inclusion, and productivity.

Targets for the Program

Enable the Learner. The Program will foster the creation of state-of-the-art instructional environments, both in and out of school. Technology, educational media, and materials will be used to enable students with disabilities to access knowledge, develop skills and problem-solving strategies, and engage in educational experiences necessary for their success to participate fully in our society.

Promote Effective Policy. The Program will promote supportive policy making at all levels in government, schools, and business. Such policies should ensure accessibility, availability, effective application, and consistent use of appropriate technology, media, and materials. The policies will recognize that these tools are essential to achieving better lifelong outcomes for individuals with disabilities.

Improve Use Through Professional Development. The Program will encourage investigation of approaches and strategies for training and supporting teachers, administrators, parents, and related service personnel on the uses of instructional and assistive technologies. This broad group of consumers needs to know what is available and how it can best be used for individuals with disabilities. Acting on such knowledge, they can increase productive use of instructional time; prepare students with disabilities for employment and citizenship; and promote their intellectual, ethical, cultural, and physical growth.

Create Innovative Tools. The program will encourage and support development of varied and integrated technologies, media, and materials which open up and expand the lives of those with disabilities. This can be accomplished by individuals, corporations, or agencies dedicated to improving the educational, social, occupational, and cultural opportunities for all students. Their work should enable individuals with disabilities to achieve the outcomes expected of all students--independence, self-determination, and a quality of life that is productive and personally satisfying.

III. Next Steps for the Agenda Process

Program staff will systematically align the strategies to foster the achievement of the program targets. Program staff will gain momentum for the agenda by building networks of communities committed to achieving the advances set forth in the agenda. The program agenda will be published for final review and comment.

Special Studies Program
Division of Innovation and Development
Office of Special Education Programs

I. Context for Agenda Process

To set forth an agenda for the Special Studies Program, community members were asked to identify the information needed to support broad systemic change for achieving better outcomes for students with disabilities.

II. Components of the Agenda

Program Mission

To contribute to the creation of a comprehensive educational and support system in which there is a collective responsibility for providing inclusive programs and individually determined services as a means of meeting unique and diverse needs and insuring successful outcomes for all children.

Program Information Needs

Management and Regulatory Flexibility. In order to stimulate the integration and participation of children with disabilities in a full variety of regular education settings, promote continuity of services, serve a wider range of children at risk of educational failure, and realize better outcomes for all children, management and regulatory flexibility are needed.

Accountability for Outcomes. To enable the tracking of student progress and the generating of feedback for ongoing system improvement, we need to inculcate into educational systems accountability for the outcome of each child's schooling and performance of a comprehensive, community based, family oriented system of education and support.

Community Supported Schools. To meet the complex and varied needs of students and their families, we need community supported schools that will become the focal point for family participation in activities and services that foster the development of all children.

School Oriented Personnel Development Environment and Strategies. To expand the capacity of schools to respond to the diversity of student characteristics and learning requirements, we need to reconfigure the relationships and responsibilities of staff and create a professional environment of continued development capable of improving the learning of all children.

Interagency Collaboration. Families need to be able to enter a comprehensive system of services at any point rather than separately access programs and services from several agencies. In order to reduce gaps in services and realize the full use of existing resources, we need to expand system capacity through interagency collaboration.

Technological Capacity. In order to meet the challenge of remaining current related to an expanding professional knowledge base, developing professional networks, tracking tasks and performance, and increasing responsiveness to informational requests, we need to develop strategies that utilize the existing and emerging technological capacity to obtain, store, analyze and generate knowledge bases.

III. Next Steps for the Agenda Process

Program staff will solicit input from organizations and communities to further confirm the agenda for the Special Studies Program. The program agenda will be published for final review and comment.

Serious Emotional Disturbance Program
Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Serious Emotional Disturbance Program, community members were asked to identify promising changes and improvements which, if implemented would achieve better outcomes for children and youth with serious emotional disturbance.

II. Components of the Program Agenda

Mission

To achieve a reorientation and national preparedness to foster the emotional development and adjustment of all children and youth, including those with serious emotional disturbance, as the critical foundation for realizing their potential at school, work, and community.

Program Targets

Authentic and Positive Learning Experiences. To support and encourage the provision of authentic and positive learning experiences, in and out of school, for students who are at risk for or have already developed serious emotional disturbance.

Family Friendly Services. To foster the creation and effective provision of family friendly services that empower and support families in their efforts to obtain services that enable children and youth with serious emotional disturbance to remain within or return to their homes, schools, and communities.

Professional Development and Support. To foster the effective provision of ongoing, field-based professional development and support so that professionals can persist, work collaboratively, support students and their families, and achieve positive educational outcomes for children and youth with serious emotional disturbance.

Creating a Seamless Service System. To foster activities to develop and implement a seamless linkage of services and programs resulting in a single coordinated, school and community based service system that maximizes resources and focuses on students with serious emotional disturbance, including those at risk of developing serious emotional disturbance, and their families.

Counteracting Risk Factors. To foster the implementation of practices, services and programs designed to counteract risk factors and prevent emotional or behavioral problems from developing or, if present, from becoming more severe.

Integration/Reintegration. To support initiatives that strengthen the capacity of schools to integrate and reintegrate students with serious emotional disturbance into least restrictive settings.

III. Next Steps for the Agenda Process

Program staff continue to solicit input from the practice and research communities to confirm the targets and determine strategies for successfully implementing the agenda. The program agenda will be published for final review and comment.

National Personnel Agenda
Division of Personnel Development
Office of Special Education Programs

I. Context for the Agenda

To set forth an agenda for the Personnel Preparation Program, community members were asked to identify the needs, goals and objectives for achieving a pool of qualified, diverse, and flexible personnel for serving children and youth with disabilities.

II. Components of the Agenda

Program Targets

Recruitment and Retention. To make sure that the special education and related professions recruit and retain enough people of sufficient quality and diversity to meet the needs of children with disabilities, and of their families.

Professional Preparation. To guide a profession in which each succeeding generation of professionals has been rigorously and appropriately prepared, and is committed to the highest quality of special education and other services for children with disabilities for their families.

Professional Development. To foster efforts of continuing professional development that respond to both emerging needs and new knowledge, and to make appropriate professional development opportunities available to all who need them.

Leadership. To mobilize a system of resources and incentives, and the diverse, versatile leaders needed to prepare and support those who are directly involved in educating children with disabilities and their families.

Objectives to Achieve Goals

The objectives set forth the actions for leading to the achievement of one or more of the program goals. Because of the mutual reinforcement of goals and objectives in this agenda, the objectives are not necessarily tied directly to a single, individual targets. Many of them apply across the program targets and are as follows.

Recruitment and Retention:

Expand and maintain a valid, comprehensive body of knowledge on effective recruitment and retention strategies.

Create outreach and information services that will encourage persons with ability and commitment to explore and prepare for careers in special education, related services, and early intervention. In particular, these information services should give attention to culturally and linguistically diverse persons, and individuals with disabilities.

Identify and implement incentives for qualified persons to enter and persist in careers in special education, related services, and early intervention.

Identify and implement strategies to recruit and retain qualified personnel in a wide range of difficult-to-fill positions.

Professional Development and Continuing Preparation:

Expand and maintain a comprehensive knowledge base that describes the personnel needs of the profession, guides the tasks of preparing the next generation of leaders and direct service providers, and shapes continuing professional development.

Increase the capabilities of professional preparation programs and systems to prepare personnel and provide for continuing professional development beyond initial preparation.

Assure that the content of programs of professional preparation and continuing professional development is responsive to both the merging knowledge base of the field and its anticipated needs, especially the needs of changing and diverse populations.

Design and deliver innovative, rigorous professional preparation and continuing professional development programs.

Provide incentives for continuing professional development and effective practice.

Prepare all school personnel to provide appropriate services to students with disabilities.

Develop consortia to plan and offer programs of professional preparation and continuing professional development.

Standards for Professional Preparation and Certification:

Adopt rigorous national standards for awarding professional credentials.

Develop credential levels that promote career ladders and professional growth.

Adopt national accreditation standards for programs of personnel preparation that encourage flexibility in design.

Strengthening the Link between Knowledge and Practice:

Generate new knowledge that contributes to advance in practice and appropriately serves the distinct needs of diverse populations.

Translate new knowledge into effective applications and apply new knowledge and technologies in advancing professional practice.

Ensure that advances in practice are responsive to existing and newly identified populations and that they incorporate innovative service delivery models.

Ensure that educators and related professionals have the knowledge and skills necessary for effective coordination and collaboration at the classroom level.

III. Next Steps

Program staff will publish the agenda for final input and comment.

Program for Children with Severe Disabilities
Division of Educational Services
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Program for Children with Severe Disabilities, program staff solicited input from the community members to refine the vision and conceptualization of an integrated lifestyle for individuals with severe disabilities.

II. Components of the Agenda

Mission

The mission for the Program is to improve outcomes for individuals with severe disabilities as measured by an integrated lifestyle.

In order for the Program for Children with Severe Disabilities to achieve this mission, an operational definition of an integrated lifestyle was formed by program staff. Community members who serve children with severe disabilities were asked to further refine the definition. The operational definition of an integrated lifestyle includes aspects and indicators.

Targets

Seven aspects define an integrated lifestyle. These aspects are: education; employment; social relationships; self-determination; recreation and leisure; neighborhood and community; and home. While the aspects serve to bind the concepts of an integrated lifestyle, indicators operationalize the definition. See Exhibit G.1 for the aspects and indicators of an integrated lifestyle for children with severe disabilities.

III. Next Steps

To set forth program targets for an integrated lifestyle, program staff solicited input from the community. Currently, they are analyzing the data to refine the program agenda. Data analysis will contribute to addressing the following planning steps:

1. Identify the challenges associated with achieving each aspect of an integrated lifestyle.

2. Identify the action steps that should occur in the next five years to achieve each aspect of an integrated lifestyle.

3. Identify how OSEP should facilitate the action steps associated with each aspect of an integrated lifestyle.

4. Identify other organizations and agencies with key roles to play in achieving an integrated lifestyle.

Following the analysis of the data, program staff will refine the strategic targets and align the program strategies with the targets for the Program for Children with Severe Disabilities.

EXHIBIT G.1

Framework for the Program for Children with Severe Disabilities

Program Targets		
Aspect	Description	Indicators of an Integrated Lifestyle
Education	Individualized functional curricula and experiences with students without disabilities.	■ Home school placement ■ Inclusion in regular age appropriate classes and activities ■ Functional curriculum ■ Community referenced training ■ Individuals and their families integral members of the IEP planning process
Employment	Employment, with the necessary supports, in regular job settings.	■ Individual receives transition services and has employment experiences prior to graduation ■ Individual engages in real work in real workplace settings ■ Individual receives support in the work environment ■ Natural proportions of individuals with and without disabilities are employed at the work site ■ Individual receives wages and benefits appropriate to skills and qualifications ■ Individual communicates with peers in the work environment ■ Individual has transportation to and from work

Exhibit G.1 (continued)

Program Targets		
Aspect	Description	Indicators of an Integrated Lifestyle
Social Relationships	Social networks and friendships throughout the individual's life.	■ Individuals has friends in the community ■ Individual is included in after school and out of school activities with peers ■ Individual has informal support network of family and friends ■ Individual has long term, intimate relationships ■ Individual has support in developing social relationships
Self-determination	Making choices that affect all aspects of lifestyle.	■ Individual has opportunities to make real lifestyle choices ■ Individual preferences are valued and acted on in lifestyle decisions ■ Individual is involved in all aspects of lifestyle planning ■ Individual is supported during decision-making processes ■ Individual has ability to affect lifestyle changes
Recreation and Leisure	Access to and membership in clubs, groups, hobbies, and cultural pursuits in the community.	■ Individual has choices about recreation and leisure activities ■ Individual participates in leisure and recreation activities in the community ■ Individual is a contributing member of clubs and groups of their choice in the community
Neighborhood and Community	Access to and inclusion in community activities and services.	■ Individual uses neighborhood and community services on a regular basis ■ Individual participates in neighborhood recreation and leisure activities ■ Individual Education Plans include use of neighborhood and community services

Exhibit G.1 (continued)

Program Targets		
Aspect	**Description**	**Indicators of an Integrated Lifestyle**
Home	Appropriate living alternatives and family involvement at each stage of the life cycle.	■ Participates in the selection of a place to live ■ Individual selected a place to live among a range of options ■ Individual selects roommates (if roommates were desired) ■ Necessary supports were individually determined ■ Individual is pleased with living arrangements ■ Family is pleased with living arrangements ■ Transition planning efforts address where a person will live ■ Choices and desires at home are valued and respected ■ Individual makes decisions about all aspects of home routines (decorating, meal times, vacations)

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